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Taking on the Immigration Paradox : Hispanic Parental Involvement

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Abstract

The purpose of this study was to assess Hispanic/Latino parental involvement techniques and their predictors. Further, the study examined whether a relationship between the immigration paradox and parental involvement exists. Parental involvement was defined in both traditional forms (home- and school- based) and in additional four culturally specific forms. The survey participants consisted of 114 mothers and 19 fathers with school-aged children (ages 5-18 and grades pre-kindergarten to 12th). Multiple regression analyses were conducted to determine which variables affected each of six parental involvement techniques. Results reflected many of the previous findings in Hispanic/Latino education literature. For example, when parents positively perceived the outreach efforts of teachers and schools, they were more likely to be involved in their children's education. Additionally, the results showed that perceived teacher or school outreach was the most important predictor for most parental involvement methods. Findings suggest parental involvement for Hispanic/Latino parents extend beyond traditional home- and school-based involvement methods. These findings also emphasize the importance of adequate outreach from teachers and schools to Hispanic/Latino families in order to support their children's positive educational achievement.

Keywords: education, parental involvement, Hispanic/Latino, immigration paradox

MONTCLAIR STATE UNIVERSITY

TAKING ON THE IMMIGRATION PARADOX: HISPANIC PARENTAL INVOLVEMENT

by

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A Master's Thesis Submitted to the Faculty of

Montclair State University

In Partial Fulfillment of the Requirements

For the Degree of

Master of Arts

May 2017

College of Education and Human Services

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/ TAKING ON THE IMMIGRATION PARADOX: HISPANIC PARENTAL
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Montclair, New Jersey

2017

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Acknowledgements

First and foremost I would like to thank my thesis advisor, Dr. Soyoung Lee for her unwavering support. Her guidance and constant encouragement made this thesis experience a lot easier. Thank you for the late night emails, your quick responses and constant reminder that I could accomplish this. Having you as my advisor taught me that any can be accomplished with hard work and an APA handbook. I will also like to thank Hana Marie, for sharing her mom with me during this time.

Thank you to all of my committee members for your constant help and availability. The fact that Dr. Lee and I had both of you to rely on was beyond helpful. Thank you, Dr. Donoghue, for being a statistics genius, your willingness to help me at any given moment will forever be appreciated. Thank you, Dr. Reid, for your encouragement and words of wisdom, they provided me with so much motivation.

Finally, I would like to express my gratitude towards my family and friends who never got tired of hearing about this thesis. At the times where this process felt like it was never going to end I knew I had all of you to keep me going.

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CHAPTER 1

Introduction

The purpose of the current study is to understand how the immigration paradox relates to parental involvement among Hispanic/Latino families. More specifically, this study investigates how perceived teacher/school outreach and immigration generation will be related to the Hispanic/Latino cultural based parental involvement techniques. Over the next several decades, the United States will be facing a shift in its population, resulting in a 'majority-minority' population by the year 2044 (Colby & Ortman, 2015). This shift is a result of the rapid increase in population of some of the minority groups in the U.S. today. As one of the fastest growing minority groups, Hispanics/Latinos are expected to increase by 12 percent between 2014 and 2060 (Colby & Ortman, 2015). This steady increase is due in part by the reproduction among current Hispanic/Latino residents in the U.S., but additionally as a result of new immigrants (Colby & Ortman, 2015). As the Hispanic/Latino population increases, the rate of poverty unfortunately continues to increase as well (Ennis, Rios-Vargas, & Albert, 2011). In 2015, about 21.4 percent of Hispanic/Latino families were at or under the poverty line (Proctor, Semega, & Kollar, 2016). The poverty level especially affects recent immigrants and their children. The Census Bureau reported about 39% of immigrant children born in Latin America live in poverty in the U.S. (Grieco et al., 2012). These high poverty rates leave Hispanic/Latino families facing many economic difficulties that affect their daily lives and future generations.

A family's socio-economic status (SES) impacts various aspects of children's lives, including the school system and the quality of education received. For example,

U.S. public schools are fundamentally dependent on the funding received for resources such as teachers and materials (Cullen, Polnick, Robles-Piña, & Slate, 2015; Hill & Torres, 2010; Lagana-Riordan & Aguilar, 2009; Rowley & Wright, 2011). Income based funding has led to a disparity in education, resulting in an achievement gap that prominently affects minorities and low-income children who often reside in low-income school districts (Rowley & Wright, 2011). Funding disparities and the achievement gap especially affect Hispanic/Latino students who are far more likely to attend schools that have been characterized as high-poverty. According to Kena and colleagues (2016) about 45% of Hispanic/Latino students attend high-poverty schools. Furthermore, high-poverty schools are more likely to have students with low levels of English proficiency. Over 70% of these English learners identify as Spanish speakers. Consistent with the achievement gap, students in high-poverty schools have lower scores in all academic subjects at all grade levels (Kena et al., 2016). Additionally, dropout rates are significantly higher in these school districts. Rates are especially high for Hispanic/Latino students who consistently report higher dropout rates among any other minority groups (Crosnoe, 2009; Kena et al., 2016; U.S. Department of Education, 2015).

Low-income and minority children's academic performance has been a focal point for U.S. education policies (Hewitt, 2011; Mills, 2008). Policymakers and educators have focused on improving academic performance and ultimately providing long-term beneficial impacts for these populations (Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). As the achievement gap became more prominent, recent education laws, including the No Child Left Behind Act of 2001 (NCLB), implemented strategies that focused on bolstering the academic success of low-income students. When the NCLB

was signed into law, the policy required educators to create partnerships between the school and the home (Henderson, Carson, Avallone, & Whipple, 2011; Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). The idea of parental involvement became central to academic success. Parental involvement is often linked to higher academic achievement as well as long-term beneficial impacts (Cooper & Crosnoe, 2007; Núñez et al., 2015). Research shows school partnerships through parental involvement leads to better grades, increased academic motivation, skill development, and lower dropout rates (Ceballo, Maurizi, Suarez & Aretakis, 2014; Crosnoe, 2009; DiPierro, Fite, Cooley, & Poquiz, 2016). In 2015, the Every Student Succeeds Act (ESSA) replaced the NCLB. Expected to be implemented in the 2017-2018 school year, the ESSA continues to emphasize home and school partnerships as the NCLB introduced (The Education Trust, 2016).

However, many studies on the effects of parental involvement in U.S. education policies, particularly the NCLB, have indicated that the lack of cultural sensitivity towards different cultural/minority groups leads to difficulties in increasing involvement (Crosnoe, 2009; Henderson et al., 2011; Marschall, 2006; Shah, 2009). The ESSA is currently making several changes to the education policy, including adding more accountability to the schools that are failing and providing low-income, at risk students with a better, high-quality education (The Education Trust, 2016). Nevertheless, these proposed policy changes do not address the lack of cultural sensitivity in parental involvement techniques (The Education Trust, 2016). As a result, many of the students who need the most parental involvement are receiving the least (Cooper & Crosnoe, 2007). For this reason, policymakers and educators continue to seek new ways to

effectively promote parental involvement among minorities, especially those residing in low-income communities (Johnson et al., 2016; Ceballo et al., 2014; Crosnoe, 2009; Marschall, 2006; Riojas-Cortez & Flores, 2009).

When reporting low numbers of parental involvement, one of the biggest misconceptions about low-income Hispanic/Latino families is that students and their parents do not value or care about education, resulting in the lower achievement often found among their students (Christianakis, 2011; Riojas-Cortez & Flores, 2009; Shah, 2009). However, education reform and policies are consistently ranked as one of the most important desires among Hispanic/Latino voters (Casellas & Shelly, 2012). In Hispanic/Latino families, the importance of an education is apparent, especially among immigrants moving to the U.S. with the hopes of a better life for their children. Residing in an urban low-income area, children are often taught the only way to succeed is through an education. Therefore, many Hispanic/Latino students view academics as ‘the way out’ of their family’s financial troubles (Bempechat, Graham & Jimenez, 1999; Ibañez et al., 2004; Noguera, 2001; Suárez-Orozco & Suárez-Orozco, 2008). In addition, Hispanic/Latino students perceive academic achievement as a way to repay their parents for the sacrifices they made to bring them to this country (Ceballo et al., 2014; Suárez-Orozco & Suárez-Orozco, 2008).

Despite high motivation for academic achievement, high school dropout rates are especially high among Hispanic/Latino students, particularly latter immigrant generations (Ceballo et al., 2014; Hill & Torres, 2010; Noguera, 2001). Hispanic/Latino students in the third generation or higher report dropout rates at 13%, higher than the average for the entire minority group which is at 10.6%, and higher than the rate of the second-

generation of Hispanic/Latino students at 9% (Kena et al., 2016; Pew Research Center, 2013). This puzzling finding has been termed as the immigration paradox (Suàrez-Orozco & Suàrez-Orozco, 2008; Suàrez-Orozco & Suàrez-Orozco, 1995). The finding is particularly ironic not only because of the high motivation found in latter generations but also because these students are expected to have less perceivable barriers, such as language barriers (Suàrez-Orozco & Suàrez-Orozco, 2008; Suàrez-Orozco & Suàrez-Orozco, 1995). Hill and Torres (2010) found that schools' lack of diversity and feelings of discrimination among Hispanic/Latino families can lead to this paradox.

Hispanic/Latino students in latter generations may have a tarnished view of the U.S. school system after learning the experiences of earlier generations. By adopting the negative feelings and resentment towards the schools that earlier generations may have, latter generations may carry these views as they progress through the US education system (Hill & Torres, 2010; Suàrez-Orozco & Suàrez-Orozco, 2008). Additionally, over time, Hispanic/Latino parents and their students may become frustrated as they try to adjust to the new education system in the U.S. (Hill & Torres, 2010). Language barriers and lack of translators in the school system frustrate immigrant parents trying to learn about their child's academic achievements. Additionally, cultural differences about the role of parents in education may confuse parents (Calzada, et al., 2015; Hill & Torres, 2010; Shah, 2009; Wang & Fahey, 2011). These frustrations and the immigration paradox often hinder active parental involvement, resulting in low academic achievement among Hispanic/Latino children.

To understand the difficulty in the implementation of parental involvement and the effect of the immigration paradox on parental involvement among Hispanic/Latino

families, researchers have examined the motivation and values surrounding education for this population (Calzada et al., 2015; Ceballo et al., 2014; Hill & Torres, 2010; Ibañez et al., 2004). In particular, Ceballo and colleagues (2014) chose to study the Hispanic/Latino minority group and their unique parental involvement techniques. Their findings suggest that parental involvement for this minority group extends beyond the traditional definitions of parental involvement encouraged in the NCLB, such as school- or home- based parental involvement (Ceballo et al., 2014). Aside from traditional home-based and school-based involvement, Ceballo and colleagues found four additional forms of parental involvement among Hispanic/Latino families. Researchers also argue that culturally sensitive school programs will increase the levels of parental involvement among Hispanic/Latino families (Calzada et al., 2015; Riojas-Cortez & Flores, 2009).

Parental involvement, as defined by the NCLB, is collaboration between the home and the school. However for Hispanic/Latino families, this collaboration is affected by broader, social/ecological factors. Therefore, in order to effectively assess what leads to Hispanic/Latino parental involvement, a multi-level approach is needed. For example, Riojas-Cortez and Flores (2009) adopted ecological theory to examine the effects of a program that intended to attract low-income Latino parents and increase involvement in their child's education. Using the ecological approach, the authors found ways to incorporate the cultural values of the Hispanic/Latino families to the program. The results showed that cultural sensitivity toward Hispanic/Latino families increased their parental involvement (Riojas-Cortez & Flores, 2009). Similarly, McCormick, Cappella, O'Connor, and McClowry (2013) used ecological theory to assess low-income parental involvement. The results showed that lack of parental involvement was due to insensitive

cultural beliefs about minorities, negative attitudes toward minority families, lack of adequate policies, and inappropriate measures to support more parental involvement (McCormick et al., 2013). That is, the factors at multiple ecological systems negatively influenced parental involvement among low-income families. Mena (2011) also used the ecological theory to study Hispanic/Latino parental involvement practices. Results also confirmed that parental involvement for this population cannot be studied without incorporating various ecological factors.

Keith and colleagues' (1993) community collaboration model emphasizes the interdependence of several social/ecological factors to understand children, family, and the community. This model is grounded in Bronfenbrenner's (1976) ecological theory. More importantly, this model has been utilized to examine and create effective programs that promote parental involvement (Perkins, Ferrari, Covey, & Keith, 1994). Therefore, following Keith and colleagues' (1993) comprehensive ecological model for collaborations, this study intends to examine the social variables that lead to Hispanic/Latino parental involvement. More specifically, based on the current literature, this study examines whether immigration paradox related variables (e.g., immigration generation, perceived teacher/school outreach) predict Hispanic/Latino parental involvement. To achieve this goal the following research questions and hypotheses will be tested:

RQ1: Which immigration paradox factors (perceived teacher/school outreach and immigration generation) will be related to the six types of parental involvement?

H1-1-1: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *total parental involvement*.

H1-1-2: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *school-based involvement*.

H1-1-3: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *home-based involvement*.

H1-1-4: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *gift sacrifice*.

H1-1-5: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *future discussions*.

H1-1-6: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *effort*.

H1-1-7: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on *guilt sacrifice*.

H1-2-1: When controlling for demographic variables, immigration generation will have a positive effect on *total parental involvement*.

H1-2-2: When controlling for demographic variables, immigration generation will have a positive effect on *school-based involvement*.

H1-2-3: When controlling for demographic variables, immigration generation will have positive effect on *home-based involvement*.

H1-2-4: When controlling for demographic variables, immigration generation will have a negative effect on *gift sacrifice*.

H1-2-5: When controlling for demographic variables, immigration generation will have negative effect on *future discussions*.

H1-2-6: When controlling for demographic variables, immigration generation will have negative effect on *effort*.

H1-2-7: When controlling for demographic variables, immigration generation will have negative effect on *guilt-sacrifice*.

RQ2: What is the strongest predictor for parental involvement?

H2-1-1: Perceived teacher/school outreach will have the strongest effect on *total parental involvement*.

H2-1-2: Perceived teacher/school outreach will have the strongest effect on *school-based involvement*.

H2-1-3: Perceived teacher/school outreach will have the strongest effect on *home-based involvement*.

H2-2-1: Immigration generation will have the strongest effect on *gift sacrifice involvement*.

H2-2-2: Immigration generation will have the strongest effect on *future discussions*.

H2-2-3: Immigration generation will have the strongest effect on *effort*.

H2-2-4: Immigration generation will have the strongest effect on *guilt sacrifice involvement*.

CHAPTER 2

Literature Review

The No Child Left Behind Act of 2001

In 2001, the No Child Left Behind Act (NCLB) was signed into law. The policy targets low-income students with the goal of closing the achievement gap and providing the same education opportunities to all students regardless of their economic backgrounds (Casellas & Shelly, 2012; Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). To achieve this goal, the policy most notably (1) changed the way schools received funding, (2) tracked the yearly progress of public schools, placed an importance on teacher's qualifications, and (3) required schools to increase parental involvement (Dee & Jacob, 2011; Lagana-Riordan & Aguilar, 2009; New America Foundation, 2013). Under the NCLB, public schools were able to receive federal funding through Title I. However, Title I set in place several regulations and requirements for the schools (New America Foundation, 2013). First, in order to track the changes to the achievement gap and school's adequate yearly progress (AYP), students were subject to standardized testing in grades three to eight (Dee & Jacob, 2011; Lagana-Riordan & Aguilar, 2009). Schools that did not meet their AYP requirements for several consecutive years were at risk of different penalties, including a loss of funding, a loss of control to the state, and a loss of personnel. Title I also placed an importance on teachers qualifications. The policy required that teachers must meet specific guidelines and demonstrate that they were highly qualified. Additionally, under Title I, the NCLB called for educators to include parents in their children's education. School administrators and teachers were required to create an information-based relationship with parents, involving parents in developing the

educational goals for their students and the school (Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). Parents were also informed about the school's AYP, providing parents with the option of moving their students out of failing schools (New America Foundation, 2013).

Traditional Parental Involvement in Education: School-based and Home-based

In the literature, two variations of parental involvement are often studied: home-based and school-based parental involvement. School-based involvement includes activities engaged in by parents at or with the school, such as attending school events (e.g. concerts and back to school nights), meeting with teachers, volunteering for trips, and becoming a member of a parent teacher organization (PTO) and other similar activities (Hoover-Dempsey et al., 2005; Marschall, 2006; Shah, 2009). Home-based parental involvement extends to the activities that happen outside of the school setting. Home-based involvement is often defined as lessons and activities that are done by the family at home, such as checking over homework, discussing the school day, and helping with any academic difficulties (Hoover-Dempsey et al., 2005). Both school-based and home-based involvement practices are extremely beneficial to students, especially for low-income students whom may face additional barriers. Parental involvement in and out of the school setting allows both educators and parents to remain aware of the child's education goals, grades, strengths and weaknesses, and creates an environment with clear rules and expectations for students (Cooper & Crosnoe, 2007; Crosnoe, 2009; Hill & Torres, 2010). As a result, children can earn higher grades, become more academically motivated and develop skills that can be utilized throughout schooling and later on in life (Crosnoe, 2009). For students who are usually at a greater risk for dropping out, such as

low-income Hispanic/Latino students, parent and school partnerships through active parental involvement can result in decreased trancies for these students (Bryan, 2005; Cooper & Crosnoe, 2007; Mena, 2011).

On the other hand, parents are involved in children's education in varying degrees throughout grade school levels. Researchers have found parents' involvement tends to decrease as grade level increases (Bhargava & Witherspoon, 2015; Gonida & Cortina, 2014; Norris, 1999; Walker, Ice, Hoover-Dempsey & Sandler, 2011). As students enter older grades, school-based involvement techniques are less frequently reported. Parents with children in older grades are less likely to attend activities or volunteer in the their child's school (Bhargava & Witherspoon, 2015). Additionally, teachers often report that parents of younger students are more likely to initiate contact with school personnel and respond to involvement requests more frequently (Norris, 1999). Bhargava and Witherspoon (2015) argued that older children's independence from their parents could explain the decrease in degree of parental involvement over time. Parents may only become involved when it is needed or when they are specifically asked to at this stage. Additionally, some home-based techniques, such as helping students with homework, decreased as students enter high school (Gonida & Cortina, 2014; Walker et al., 2011). Walker and colleagues (2011) argued that parents' education level and perceived knowledge and skills may attribute to parents' lack of involvement in older grades. Contrary to these findings, Núñez and colleagues (2015) found students perceived higher parental involvement in older grades, especially parents' involvement with homework help. However, as these were reports from the students, authors argued younger students

might have not fully understood the true nature of their parents' involvement and therefore could have reported lower levels of parental involvement.

Cultural Aspects of Parental Involvement Among Hispanics/Latinos

For Hispanic/Latino families, especially first-generation parents, the idea of school-based involvement is a fairly new concept (Suárez-Orozco & Suárez-Orozco, 2008; Hill & Torres, 2010). Some parents may feel as if the school and the home are two separate places for education and simply understand the importance of these partnerships differently (Hill & Torres, 2010). Many Hispanic/Latino families, especially those who have recently immigrated to the United States, often consider parental involvement as home-based activities (Calzada et al., 2015; Hill & Torres, 2010). Hispanic/Latino parents view their role in their children's education as making sure their children behave well at school, respect teachers, complete homework, sleep on time, and are prepared for school (Ibañez et al., 2004; Shah, 2009). Through these activities, parents emphasize the value and importance of an education. In fact, these types of home-based activities often encourage academic success and motivation among Hispanic/Latino students (Ceballo et al., 2014).

However, the cultural understanding or practice of parental involvement, which is primarily centralized around the home, often causes conflicts between Hispanic/Latino families and teachers and school administrators at school. American schools traditionally emphasize school-based parental involvement. That is, American teachers and school administrators expect parents to become involved in parent-teacher organizations (PTOs) and come in for meetings (Shah, 2009). In addition, inner city teachers often define parental involvement based on the ways White middle-class parents are involved in their

children's education (Christianakis, 2011). While inner-city teachers understand the difficulties parents faced, these teachers still identify these parents as those who are "lacking interest" and "indifferent" in their children's education (Christianakis, 2011, p. 166). These teachers are still culturally less sensitive about parents' situations that requires long working hours and extended responsibilities to care for families with limited resources (Riojas-Cortez & Flores, 2009).

Several educational related policies, such as the NCLB, intend to improve academic achievement by fostering parental involvement through school-parent partnerships. However, for many Hispanic/Latino parents, this idea of a school-parent partnership is extremely foreign (Hill & Torres, 2010; Suarez-Orozco & Suarez-Orozco, 2008). Hispanic/Latino parents tend to view teachers and school administrators as highly respectable professionals, rather than recognizing them as their partners for their children's education (Christianakis, 2011; Hill & Torres, 2010). These parents may shy away from interacting with teachers and school administrators for fear of being disrespectful (Hill & Torres, 2010). Linguistic barriers further prevent first generation immigrant parents from helping children with homework and attending conferences or seminars (Suarez-Orozco & Suarez-Orozco, 2008). On the other hand, Hispanic/Latino parents may feel irritated with school policies or activities that are intended to increase home-based involvement, as it may seem as a form of disrespect to their parenting (Hill & Torres, 2010). Parents may feel teachers are overstepping their boundaries by asking them to do certain activities in the home. The different belief about parental involvement often results in less partnering between the home and the school (Christianakis, 2011; Hill & Torres, 2010).

One way to resolve this conflict between schools and Hispanic/Latino parents is to hire a school staff of the same background. Calzada and colleagues (2015) found that Hispanic/Latino parents were more willing to participate and were more involved in school activities when their children's teachers were also Hispanic/Latino. Shah (2009) also found the representation of Latinos as minimum as one Latino member in a school system increased parental involvement scores by 0.31, or 45 percent. These parents recognized the Hispanic/Latino school staff as 'one of us' who understands their culture and hardships. These study findings demonstrate that a sense of belonging is vital for Hispanic/Latino parents to become active participants in their child's schooling. Hispanic/Latino parents need to feel comfortable in their environment, especially when they are adjusting to the new culture's customs and experiencing language barriers (Calzada, et al., 2015; Shah, 2009).

In order to better understand Hispanic/Latino families' educational involvement and improve school-parent partnerships, Ceballo and colleagues (2014) studied culturally unique involvement techniques among Hispanic/Latino parents. Aside from traditional home-based and school-based involvement, Ceballo and colleagues (2014) found four additional forms of parental involvement among Hispanic/Latino families. These additional forms include gift sacrifice, guilt sacrifice, future discussions and effort. Hispanic/Latino students can feel as if their education is a gift from their parents; something they need to be grateful for because of the sacrifices their parents may have made to come to the U.S. This form of involvement is termed gift sacrifice. The concept of guilt sacrifice is very similar, but the authors define it as the feeling of guilt students may have about how hard their parents are working to give them a better life. Ceballo and

colleagues (2014) also found parents stress the idea that students can and will do better in school if they work and study hard enough, reiterating the concept of effort. Lastly, future discussions is defined as having discussions with their children about what they plan on doing in the future, their goals and careers. All these four additional types of parental involvement were practiced through discussions between Hispanic/Latino parents and their students (Ceballo et al., 2014). These types of involvement are unique to this population and are not typically acknowledged by school personnel in the general American education system policies.

In conclusion, home and school partnerships can be extremely beneficial for the Hispanic/Latino population, especially students who are at risk for trancies. Policies like the NCLB provide a great first step for crating these partnerships. However, the policy's emphasis on traditional parental involvement dismisses the benefits of other parental involvement techniques that can also foster academic achievement for students. The lack of cultural sensitivity among education policies and some schools adds an additional barrier to some Hispanic/Latino families. Recognizing and encouraging non-traditional types of involvement among this population may lead to higher academic motivation for Hispanic/Latino students as Ceballo et al. (2014) previously found.

CHAPTER 3

Theoretical Framework

The concept of parental involvement as defined by current education policies is the collaboration between the home and the school, with the goal of academic success for students (Henderson et al., 2011; Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). However, as reviewed in Chapter 2: Literature Review, parental involvement for the Hispanic/Latino population is strongly affected by multiple level social factors. These multi-level social factors include children's characteristics, parents' immigration experiences with schooling and teachers, and social policies (Ibañez et al., 2004; Suárez-Orozco & Suárez-Orozco, 2008). For this reason, the theoretical model conceptualized by Keith et al. (1993) will be applied to the current study. Designed for youth and families in a broader context, Keith and colleagues' (1993) model allows for the integration of multi-level ecological variables in collaboration. In their model, more specifically, Keith et al. (1993) recognized that collaboration requires interdependence between all agents involved. In the case of parental involvement in education, parental views towards schools and teachers and how the school system operates are affected by one another simultaneously.

Keith and colleagues (1993) framed the model grounded in Bronfenbrenner's (1976) human ecological model, which describes the need to explore human development within a multi-level approach. Ecological theory consists of several social systems, including the micro-, exo-, meso-, and macro- systems (Bronfenbrenner, 1976). The microsystem represents the direct environment of children such as the home and the school. The exosystem consists of indirect factors that affect the child's development,

such as parent's work schedule or school administration. The mesosystem is referred as the interaction between two microsystems. The macrosystem is a much a broader system that includes influences to both the micro- and exo- systems such as economic conditions and cultural beliefs (Bronfenbrenner, 1976; Perkins et al., 1994). Keith and colleagues utilized the micro-, exo-, and macrosystem and present a collaboration-based model, which includes the family (micro-), community (exo-), and society (macro-). These three systems are fundamental when applying ecological theory to parental involvement in education, especially when applying it to cultural minorities whose involvement is affected by broader, social aspects. In order for any collaboration based systems to work all three systems need to be accounted for. A collaboration-based system forces all agents to think collectively, instead of individually (Perkins et al., 1994). For a home-school collaboration, this means that parents and teachers need to rely and support one another in order for foster academic success for their children's academic success.

The current study will apply this family-community-society collaboration based model designed by Keith and colleagues (1993) in order to explore what multi-level social factors influence parental involvement among Hispanic/Latino families. More specifically, the familial level of the model will be represented by parental involvement techniques. These techniques included both traditional home- and school-based involvement (Hoover-Dempsey et al., 2005; Marschall, 2006; Shah, 2009) and Hispanic/Latino culturally sensitive involvement types suggested by Ceballo and colleagues (2014). Following the original model of Bronfenbrenner (1976), parental involvement is based on microsystems (i.e. home and school) that directly influence children's education and mesosystems that demonstrates the interaction between children

and parents at home and school. Keith and colleagues' community factor will be represented by the immigration paradox variables. This aspect of the model will include the parent's immigration generation and perceived teacher/school outreach. As previous literature has found, these two variables directly and indirectly influence parental involvement, through their past and current experiences in the American school and education systems as immigrant parents. These variables may represent exo- and meso-systems according to Bronfenbrenner's original model. Finally, the societal level of Keith and colleagues' model is represented by immigration related demographic factors such as poverty levels (i.e., acceptance of Medicaid) and English proficiency levels. Utilizing these variables assigned to the familial, community, and societal levels grounded in Keith and colleagues' model will provide an effective view to understand Hispanic/Latino parental involvement and the factors that influence their motivation to become involved in their children's education.

Theoretical Model

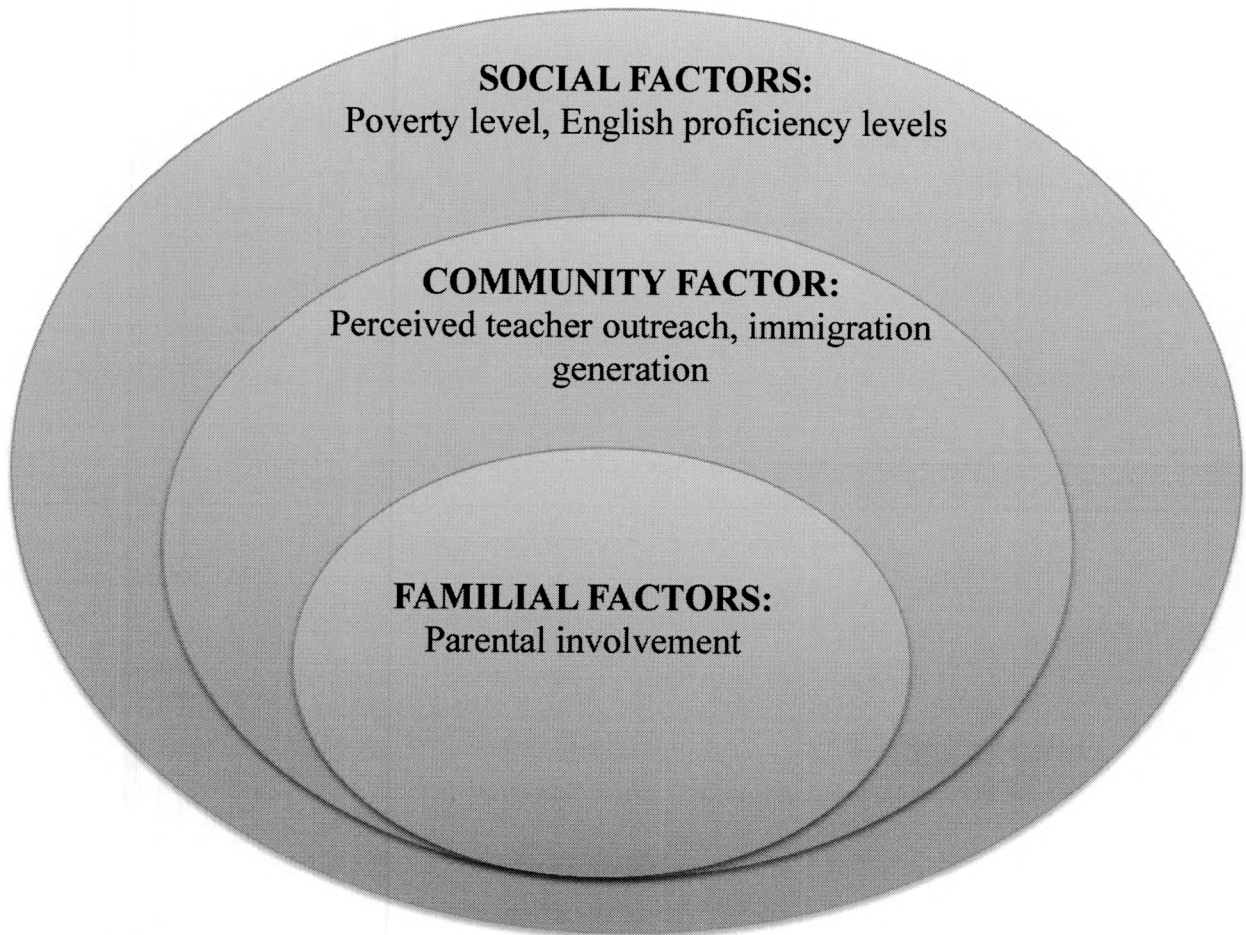


Figure 1

CHAPTER 4

Methods

Sample

For this study, parents of school-aged children around the ages of 5 to 18 from low-income families in urban areas were targeted. The parents needed to identify as Hispanic/Latino and had at least one child in a school grade between pre-kindergartener and 12th grader. In order to eliminate any confusion for parents with more than one school-aged child, participants were specifically asked to answer survey questions with their oldest, school-aged child in mind and the current school year. The sample was drawn from three school districts/cities (i.e. Paterson, Passaic, and Union City) in New Jersey, using a convenience sampling method. In particular, participants were sought out through three pediatric dental offices. These offices were selected for multiple reasons. First, the offices only treat children up to the age of 18. Therefore parents at the office were more likely to have school-aged children. Secondly, the clinic patients were most likely a part of the Hispanic/Latino population. Lastly, the cities these dental offices were located were in low-income, urban areas. Two of the locations, Union City and Paterson, were ranked in the 14 poorest cities in New Jersey (Koennemann, 2016). In addition, Paterson and Passaic had a high amount of students in the free or reduced lunch program. The National Center for Education Statistics (NCES) deems high-poverty schools when over 75% of students are enrolled in the free/reduced lunch program. According to Paterson's 2013 annual school year report, at least 90% of students are eligible for free or reduced lunch (Paterson Pubic Schools: Board of Education, 2014; U.S. Department of Education, 2015). The city of Passaic also reported 97.7% of students were eligible for

free or reduced lunch in the 2013-2014 school year (Passaic City Public Schools: Board of Education, 2014; U.S. Department of Education, 2015). Therefore sampling potential study participants from these dental offices would allow recruiting more participants that meet the specific criteria of the current study.

Research Design

The current study used a cross-sectional, quantitative research design by utilizing a structured, paper survey as a data collection method. In an effort to promote survey completion, the order of the questions followed the guidelines of Fanning's (2005) article on paper-based survey formatting. The survey began with three short questions about the first child's age, grade, and gender. These questions would prepare participants for the following questions. The remaining survey questions discussed the two major themes related to the research questions and hypotheses of the study. Hispanic/Latino parents' perceptions about teacher/school outreach, parental involvement in children's education, and general demographics questions were asked in this particular order (see the detailed information in the measures below). For participants born outside of the U.S., five additional questions regarding immigration were also asked at the end of the survey, such as age of immigration and reasons for immigrating to America. Surveys and consent forms were created in both English and Spanish in order not to limit anyone from participating in this study due to language barriers, especially recent immigrants. A bilingual speaker translated the survey, the consent form and all other recruitment materials in Spanish. These documents were then back translated in English (Cantor et al., 2005).

Measures

The detailed descriptive statistics, correlation matrix, and the measurements information are presented in Tables 1, 2, and 3.

Perceived teacher/school outreach (PTSO). Parents' perception about the degree to which teachers/school reached out to parents for their children's education was assessed through the Perceived Teacher/School Outreach (PTSO) scale. The PTSO scale was developed based on Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey's (2005) Parental Involvement Project (PIP) Parent Questionnaire and the Ohio Department of Education's (ODE) 2009 Parent and Family Involvement Survey. The PTSO consisted of 12 items. The first three items were selected from the PIP Parent Questionnaire's 'Specific Invitations From the Teacher' scale (Walker et al., 2005). Sample items include "My child's teacher asked me or expected me to help my child with homework" and "My child's teacher contacted me (for example, sent a note, phoned, emailed)." The remaining nine items were adopted from the ODE's 2009 Parent and Family Involvement Survey. Sample items include "My child's teacher sends updates on my child's progress" or "My child's teacher encourages my involvement in school improvement planning and decision making at school." Language modifications were made from all of the original scales to specifically measure the study's research questions and for cultural relevance. For example, statements/questions regarding the teacher began with the phrase 'my child's teacher' and for the statements/questions regarding the school began with the phrase 'my child's school', in order to better grasp the participant's perception. The final combined 12-item scale used in the study had a 6 point Likert scale (1=strongly disagree, 6=strongly agree) where higher scores reflected a more positive perception about

teacher/school's outreach efforts. The reliability of this was a Cronbach's alpha of .935 (see Table 3).

Form of Parental Involvement. In order to assess the different types of parental involvement utilized by Hispanic/Latino parents, a modified version of Ceballo, Maurizi, Suarez and Aretakis' (2014) parental involvement scale was used. The original parental involvement scale consisted of six forms of parental involvement unique for Hispanic/Latino students: school-based (4 items), home-based (3 items), gift sacrifice (3 items), future discussions (4 items), effort (4 items) and guilt sacrifice (2 items). To fit the purpose of the current study, each item was modified to ask parents' perception about parental involvement for their children's education. Each item was also added with the phrase 'I believe' in order to better capture parents' perceptions. A 6-point Likert scale (1=strongly disagree, 6=strongly agree) was used, with higher scores indicating higher parental involvement in these unique forms. A sample question of home-based parental involvement is "I believe it is important to help my child with homework." The reliability for this subscale was Cronbach's alpha = .95. For school-based involvement, Cronbach's alpha of .92 was reported. A sample question for this subscale is "I believe it is important to attend school programs and events". For the gift sacrifice subscale, Cronbach's alpha of .91 was reported. A sample question for this subscale is "I believe the sacrifices I have made for my children inspires them to succeed in school." For the future discussions subscale, Cronbach's alpha of .96 was reported. A sample question for this subscale is "I believe it is important for my child to think about what he/she wants to be in the future." For the effort subscale, Cronbach's alpha of .89 was reported. A sample question for this subscale is "I believe my child can do better in school if he/she works

harder.” For the guilt sacrifice subscale, Cronbach’s alpha of .97 was reported. A sample question for this subscale is “My child feels badly about how hard I work to give him/her a good education.”

Demographics. In each survey questionnaire, participants were asked to answer specific questions about their individual, family, and social characteristics. Example questions were: the participant’s and their children’s age (calculated based on the year they were born in), participants and their children’s gender (0 for male and 1 for female), children’s grade group (1 for elementary school, 2 for middle school, and 3 for high school), and acceptance of Medicaid (0= No and 1 = Yes). Participants were also asked about what generation of immigration they belonged to (i.e. the 1st, 1.5 & 2nd immigration generations) and how comfortable they were about reading, speaking, writing and listening to Spanish and English (6-point Likert scale, 1=Extremely uncomfortable, 6= Extremely comfortable). Finally, for first and 1.5 generation immigrants, they were also asked about their age of immigration and reasons for immigrating to America.

Procedure

After receiving the approval from the Institutional Review Board (IRB) at Montclair State University (Appendix A), the survey questionnaires were distributed to Hispanic/Latino parents in Paterson, Passaic, and Union City, New Jersey from June 2016 through January 2017. To recruit potential research participants who meet the selection criteria described in the previous section, first the principal investigator personally contacted the chief operating officer (COO) of the dental offices in order to obtain permission. The COO signed six letters (Appendix B), two for each location,

granting permission for the distribution of the surveys (Appendix F) and the posting of the flyers (Appendix C).

After permission was granted by the COO, flyers were posted on the walls of the waiting rooms at these three dental offices. Information on the flyers was written in both English and Spanish, discussing the research topic. The flyers advised participants about the criteria needed, Hispanic/Latino parents of school-aged children (Appendix C). Potential participants who were interested in participating in this study were asked to contact the reception desk for further information. The principal investigator and the vast majority of the receptionists at all three locations were bilingual in Spanish and English. This allowed potential participants who showed interest to communicate easily in either language. However, a small amount of the sample participated because of these flyers, not many asked for information. In addition, the principal investigator and the receptionists at all three of these dental clinics personally asked parents who noticeably fit the categories if they would like to participate using the in-Person Pleas (Appendix D). Most of the parents participated in the study after being personally asked. Participants took the survey either in Spanish or in English, whatever language they were most comfortable with, while waiting for their appointments. Participants were advised that their participation was voluntary and their responses were anonymous and confidential. Participants were also assured that participation or non-participation did not affect their current or future appointments. Participants were informed about the IRB approval and received the consent forms to sign (Appendix E). Contact information of the researcher, the faculty sponsor, and the IRB officers were all presented on the consent forms and the flyers for the participants who might have any questions or concerns about this study.

In accordance with the IRB approval, surveys (Appendix F) and consent forms (Appendix E) were placed in letter-sized envelopes and color-coded by language. Participants were asked to place the completed survey questionnaires and the signed consent forms back in the envelope to assure confidentiality. The signed consent form included the same information discussed verbally during the initial contact. Consent forms urged participants to avoid writing any personal information on the returning envelopes. This method allowed surveys to be collected without a research team member present and assured confidentiality of the participants.

On average the survey took about 20 to 25 minutes to complete. A majority of the participants completed their surveys while waiting for appointments and returned the sealed envelopes at the dental offices. The participants who did not have time to complete their surveys during the visit or those who were not comfortable with returning the completed envelope to the receptionists were asked to mail the sealed envelopes to the faculty sponsor to her office. The faculty sponsor's office address was listed at the end of the consent forms and the survey questionnaires. Four surveys were mailed in to the faculty sponsor's office and given to the principal investigator for data analysis. A total of 179 surveys were returned to through the dental offices or mailed to the faculty sponsor's office. All the survey data was entered into SPSS by the principal investigator. However, 37 surveys were returned without the signed consent forms, and nine surveys were incomplete. As per the instructions of the institution's IRB, these envelopes and the insides were all shredded and discarded. After removing all these surveys, a total of 133 surveys were used for the final data analysis.

Participants

A total of 133 parents (114 females and 19 males) participated in the current study. Participants had an average age of 36.3 and had an average of 2.6 children. About half of the participants, 51.1%, were single and 42.9% were married. Most participants (44.7%) worked between 30 and 40 hours a week. A majority of participants qualified for some sort of government assistance, such as Medicaid (87.9%) and food stamps (58.7%). Spanish was the primary language spoken by more than half of the participants (65.4%). All the participants were Dominican Republican (27.3%), Mexican (22.7%), Puerto Rican (11.7%) and other Latin American decedents. Most of the participants were born outside of the U.S. (72%).

In order to examine the immigration generation effect on parental involvement, those who immigrated after the age of 18 were coded into the first generation, those who immigrated before the age of 18 were coded as 1.5 generation, and those who were born in the U.S. were coded as 2nd generation, reflecting the definitions of immigration generations in the current literature (Suárez- Orozco & Suárez-Orozco, 2008). This criterion was chosen because the participants who immigrated before the age of 18 were most likely to experience at least some part of the primary and/or secondary U.S. education system. Thirty-three percent of participants were first-generation immigrants, 37.1% were 1.5 generation immigrants, and 29.8% were second or higher generation immigrants. The average age of immigration was 17.8 years old and a half of the participants (50.5%) reported educational opportunities was primarily or partly the reason for immigration. The gender of the children whom the survey responses were based on was evenly split with 50.4% females and 49.6% males. A majority of the children

received free or reduced lunch at school (89.4%) and were born in the United States (88.7%). Children had an average age of 10.6 years and had an average grade school level of 5.7.

Analyses

In order to clean the data, various descriptive statistics and preliminary diagnostic statistics were run. For example, frequencies, means, and standard deviations were run for descriptive analyses. Correlations were also run to examine the relationships among major independent and dependent variables (see Tables 1, 2, and 3). Next, in order to ensure the power of the data analyses, G*Power was run (Faul, Erdfelder, Lang, & Buchner, 2007). Finally in order to examine the relationships among demographic information (i.e. child's gender, Medicaid, child's grade group, English proficiency level, and participant's age), immigration paradox factors (i.e. perceived teacher/school outreach and participant's generation level), and parental involvement, multiple regressions were conducted using SPSS (IBM Corp., 2015, see Table 4).

CHAPTER 5

Results

Using SPSS (IBM Corp, 2015), multiple regression analyses were conducted to examine the relationship between demographic variables (i.e. child's gender, Medicaid, child's grade group, English proficiency level, and participant's age), immigration paradox factors (i.e. perceived teacher/school outreach and participant's generation level), and parental involvement (i.e., school-based, home-based, gift sacrifice, future discussions, effort, and guilt sacrifice). The result of testing each hypothesis was reported in the following section.

RQ1: Which immigration paradox factors (i.e. immigration generation and perceived teacher/school outreach) will be related to the six types of parental involvement?

Overall, perceived teacher/school outreach had positive effects on total parental involvement and all six subscales of parental involvement (i.e. school-based, home-based, gift sacrifice, future discussions, effort and guilt sacrifice). The results indicated that Hispanic/Latino parents were more likely to be actively involved in children's education when they felt that their children's teachers/school were actively working with them. In summary, hypotheses H1-1-1 to H1-1-7 were accepted in this study.

The results showed that immigration generation had a significant negative effect only on gift sacrifice (H1-2-4). All the other hypotheses from H1-2-1 to H1-2-7 were not accepted. These results suggest that recent immigrant parents (i.e., 1st generation of Hispanic/Latino immigrant parents) may become more involved in gift sacrifice than later generations (i.e., 1.5 or 2nd generation immigrant parents). However, there were no

statistically significant relationships between immigration generation and the other five Hispanic/Latino culturally sensitive parental involvement techniques.

H1-1-1: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on total parental involvement (accepted).

A multiple linear regression was calculated to predict total parental involvement based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 9.524, p < .001$), with $R^2 = .40$. Perceived teacher/school outreach was the only variable that significantly predicted total parental involvement ($\beta = .53, t(124) = 7.61, p < .001$). Perceived teacher/school outreach explained 40% of the variance in the model.

H1-1-2: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on school-based involvement (accepted).

A multiple linear regression was calculated to predict school-based involvement based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 6.36, p < .001$), with $R^2 = .31$. Perceived teacher/school outreach was the only variable that significantly predicted school-based parental involvement ($\beta = .53, t(124) = 5.81, p < .001$). Perceived teacher/school outreach explained 31% of the variance in the model.

H1-1-3: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on home-based involvement (accepted).

A multiple linear regression was calculated to predict home-based involvement based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 6.94, p < .001$), with $R^2 = .33$. Perceived

teacher/school outreach ($\beta = .57, t(124) = 5.94, p < .001$) and acceptance of Medicaid ($\beta = -.61, t(124) = -2.27, p < .05$) significantly predicted home-based parental involvement. Perceived teacher/school outreach and acceptance of Medicaid explained 33% of the variance in the model.

H1-1-4: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on gift sacrifice (accepted).

A multiple linear regression was calculated to predict gift sacrifice based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 7.06, p < .001, R^2 = .33$). Perceived teacher/school outreach ($\beta = .57, t(124) = 6.16, p < .001$) and immigration generation ($\beta = -.78, t(124) = -2.88, p < .01$) significantly predicted gift sacrifice. Perceived teacher/school outreach and immigration generation explained 33% of the variance in the model.

H1-1-5: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on future discussions (accepted).

A multiple linear regression was calculated to predict future discussions based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 9.21, p < .001, R^2 = .35$). Perceived teacher/school outreach ($\beta = .58, t(124) = 7.15, p < .001$) and participant's age ($\beta = .02, t(124) = 2.07, p < .05$) significantly predicted future discussions. Perceived teacher/school outreach and participants age explained 35% of the variance of the model.

H1-1-6: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on effort (accepted).

A multiple linear regression was calculated to predict effort based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 5.73, p < .001$), $R^2 = .29$. Perceived teacher/school outreach was the only variable that significantly predicted effort ($\beta = .48, t(124) = 6.01, p < .001$). Perceived teacher/school outreach 33% of the variance of the model.

H1-1-7: When controlling for demographic variables, perceived teacher/school outreach will have a positive effect on guilt sacrifice (accepted).

A multiple linear regression was calculated to predict guilt sacrifice based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 2.53, p < .05$), $R^2 = .15$. Perceived teacher/school outreach ($\beta = .36, t(124) = 2.32, p < .05$) and English proficiency level ($\beta = -.33, t(124) = -2.68, p < .01$) significantly predicted guilt sacrifice. Perceived teacher/school outreach and English proficiency level explained 15% of the variance in the model.

H1-2-1: When controlling for demographic variables, immigration generation will have a positive effect on total parental involvement (rejected).

A multiple linear regression was calculated to predict total parental involvement based on demographic variables and immigration paradox variables. A regression equation was found ($F(7, 99) = 9.524, p < .001$), with $R^2 = .40$. Perceived teacher/school outreach was the only variable that significantly predicted total parental involvement ($\beta = .53, t(124) = 7.61, p < .001$). Perceived teacher/school outreach explained 40% of the variance in the model.

H1-2-2: When controlling for demographic variables, immigration generation will have a positive effect on school-based involvement (rejected).

A multiple linear regression was calculated to predict school-based involvement based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 6.36, p < .001$), with $R^2 = .31$. Perceived teacher/school outreach was the only variable that significantly predicted school-based parental involvement ($\beta = .53, t(124) = 5.81, p < .001$). Perceived teacher/school outreach explained 31% of the variance in the model. **H1-2-3: When controlling for demographic variables, immigration generation will have a positive effect on home-based involvement (rejected).**

A multiple linear regression was calculated to predict home-based involvement based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 6.94, p < .001$), with $R^2 = .33$. Perceived teacher/school outreach ($\beta = .57, t(124) = 5.94, p < .001$) and acceptance of Medicaid ($\beta = -.61, t(124) = -2.27, p < .05$) significantly predicted home-based parental involvement. Perceived teacher/school outreach and acceptance of Medicaid explained 33% of the variance in the model.

H1-2-4: When controlling for demographic variables, immigration generation will have a negative effect on gift sacrifice (accepted).

A multiple linear regression was calculated to predict gift sacrifice based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 7.06, p < .001$), $R^2 = .33$. Perceived teacher/school outreach ($\beta = .57, t(124) = 6.16, p < .001$) and immigration generation ($\beta = -.78, t(124) = -2.88, p < .01$) significantly predicted gift sacrifice. Perceived teacher/school outreach and immigration generation explained 33% of the variance in the model.

H1-2-5: When controlling for demographic variables, immigration generation will have negative effect on future discussions (rejected).

A multiple linear regression was calculated to predict future discussions based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 9.21, p < .001$), $R^2 = .35$. Perceived teacher/school outreach ($\beta = .58, t(124) = 7.15, p < .001$) and participant's age ($\beta = .02, t(124) = 2.07, p < .05$) significantly predicted future discussions. Perceived teacher/school outreach and participants age explained 35% of the variance of the model.

H1-2-6: When controlling for demographic variables, immigration generation will have negative effect on effort (rejected).

A multiple linear regression was calculated to predict effort based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 5.73, p < .001$), $R^2 = .29$. Perceived teacher/school outreach was the only variable that significantly predicted effort ($\beta = .48, t(124) = 6.01, p < .001$). Perceived teacher/school outreach 33% of the variance of the model.

H1-2-7: When controlling for demographic variables, immigration generation will have negative effect on guilt-sacrifice (rejected).

A multiple linear regression was calculated to predict guilt sacrifice based on demographic variables and immigration paradox variables. A significant regression equation was found ($F(7, 99) = 2.53, p < .05$), $R^2 = .15$. Perceived teacher/school outreach ($\beta = .36, t(124) = 2.32, p < .05$) and English proficiency level ($\beta = -.33, t(124) = -2.68, p < .01$) significantly predicted guilt sacrifice. Perceived teacher/school outreach and English proficiency level explained 15% of the variance in the model.

RQ2: What is the strongest predictor for parental involvement?

In the current study, the results of the multiple regression analyses indicate the strongest predictors for each type of parental involvement was perceived teacher/school outreach in most cases, except for home-based involvement (acceptance of Medicaid, $\beta = -.61$) and gift sacrifice involvement (generation level, $\beta = -.78$). In summary, H2-1-1, H2-1-2, and H2-2-1 were accepted. The other hypotheses were rejected.

H2-1-1: Perceived teacher/school outreach will have the strongest effect on total parental involvement (accepted).

Perceived teacher/school outreach was the only and the strongest predictor of total parental involvement ($\beta = .53$, $t(124) = 7.61$, $p < .001$).

H2-1-2: Perceived teacher/school outreach will have the strongest effect on school-based involvement (accepted).

Perceived teacher/school outreach was the only and the strongest predictor of school-based involvement ($\beta = .53$, $t(124) = 5.81$, $p < .001$).

H2-1-3: Perceived teacher/school outreach will have the strongest effect on home-based involvement (rejected).

Perceived teacher/school outreach ($\beta = .57$, $t(124) = 5.94$, $p < .000$) and acceptance of Medicaid ($\beta = -.61$, $t(124) = -2.27$, $p < .05$) significantly predicted home-based involvement. In this model, acceptance of Medicaid was the strongest predictor of home-based involvement.

H2-2-1: Immigration generation will have the strongest effect on gift sacrifice involvement (accepted).

Perceived teacher/school outreach ($\beta = .57, t(124) = 6.16, p < .001$) and immigration generation ($\beta = -.78, t(124) = -2.88, p < .01$) significantly predicted gift sacrifice. In this model, immigration generation was the strongest predictor.

H2-2-2: Immigration generation will have the strongest effect on future discussions (rejected).

Perceived teacher/school outreach ($\beta = .58, t(124) = 7.15, p < .001$) and participant's age ($\beta = .02, t(124) = 2.07, p < .05$) significantly predicted future discussions. In the case of this model, perceived teacher/school outreach was the strongest predictor.

H2-2-3: Immigration generation will have the strongest effect on effort (rejected).

Perceived teacher/school outreach was the only and the strongest predictor of school-based involvement ($\beta = .48, t(124) = 6.01, p < .001$).

H2-2-4: Immigration generation will have the strongest effect on guilt sacrifice involvement (rejected).

Perceived teacher/school outreach ($\beta = .36, t(124) = 2.32, p < .05$) and English proficiency level ($\beta = -.33, t(124) = -2.68, p < .01$) significantly predicted guilt sacrifice. In the case of this model, perceived teacher/school outreach was the strongest predictor.

CHAPTER 6

Discussion

The current study examined what demographic (i.e., child's gender, Medicaid, child's grade group, English proficiency level, and participant's age) and immigrant paradox (i.e., immigration generation and perceived teacher/school outreach) variables were related to different types of educational parental involvement in Hispanic/Latino families. Grounded in Keith and colleagues' (1993) collaboration model, Hispanic/Latino parents of school-aged children (i.e., pre-k to 12th graders) were surveyed. Utilizing the family-community-social perspective proposed in Keith and colleague's model, the first research question assessed which demographic and immigration paradox factors affected different types of parental involvement. This specific research question was designed in order to determine whether the immigration paradox affected Hispanic/Latino parental involvement, as found in previous literature (Hill & Torres, 2010; Suárez- Orozco & Suárez-Orozco, 1995, 2008). The second research question assessed how strongly the immigration paradox predicted different types of Hispanic/Latino parental involvement. In the current study, all the hypotheses about perceived teacher/school outreach under Research Questions 1 and 2 were accepted. Findings also indicate that the strongest predictor for most forms of parental involvement was perceived teacher/school outreach. These findings further add to the literature disproving the common misconception about Hispanics/Latinos not valuing education (Christianakis, 2011; Riojas-Cortez & Flores, 2009; Shah, 2009). Rather, these findings emphasize the important roles of educators and school administrators to facilitate active parental involvement. As previously found, in the current study, Hispanic/Latino parents who felt welcomed from teachers and schools

and received frequent invitations to participate in various activities from teachers and schools were more likely to be motivated to engage in children's education (Bryan, 2005; Christianakis, 2011; Shah, 2009) in various formats that specifically pertinent to Hispanic/Latino cultures (Ibañez et al., 2004; Suárez- Orozco & Suárez-Orozco, 2008). These results support previous findings about the importance of adequate outreach from teachers and school administrators especially for Hispanic/Latino children's academic success who were from low-income, urban families (Bryan, 2005; Christianakis, 2011; Henderson et al., 2011; Riojas-Cortez & Flores, 2009; Shah, 2009). Current findings suggest the importance for teachers and school administrators to find ways to make Hispanic/Latino parents feel welcomed. One way to help teachers and school administrators to create a welcoming school environment is to hire Hispanic/Latino teachers and staff members at school as Calzada, et al. (2015) and Shah (2009) suggested. Adding translators for parents who have lower English proficiency levels and those who have recently immigrated has been found to improve parental involvement in school activities among Hispanic/Latino families (Riojas-Cortez & Flores, 2009.) Additionally, educators can simply emphasize the effects of various parental involvement methods on their children's academic achievement because some parents may simply not know the importance of their roles as educators in their children's lives (Hill & Torres, 2010).

The strong relationship found between perceived teacher/school outreach and parental involvement reassure the importance of implementing the current U.S. education policies, such as the NCLB (Henderson et al., 2011; Lagana-Riordan & Aguilar, 2009; Wang & Fahey, 2011). However, our findings also suggest the importance of implementing a culturally sensitive outreach efforts from teachers and school

administrators to Hispanic/Latino parents. As Ceballo and colleagues (2014) argued, Hispanic/Latino parents were more likely to be involved in children's education in various ways. The current study findings showed that all six types of parental involvement were significantly predicted by parents' perception toward teachers and school outreach. These results indicate that it is important for teachers and school administrators to gain cultural sensitivity toward cultural practice in parent involvement and encourage Hispanic/Latino families to be involved in children's education in their own terms as well as traditional home- and school-based formats. Perceived teacher/school outreach had the strongest influence on several culturally specific types of involvement, such as future discussions and effort. These forms of involvement can also lead to higher academic achievement and motivation levels for Hispanic/Latino students (Ceballo et al., 2014). By recognizing and incorporating these culturally specific ways into their outreach methods, teachers and school administrators can increase Hispanic/Latino parents' active educational involvement for their children (Riojas-Cortez & Flores, 2009). For recent immigrant parents who display these culturally specific involvement methods more frequently, teachers' and school administrators' culturally sensitive outreach efforts can be more effective.

Contrary to the study hypotheses, between the two immigration paradox variables, immigration generation significantly predicted only for gift sacrifice. However, those who were less proficient in English were more likely to use guilt sacrifice. These results indicate that first generation of Hispanic/Latino parents who are least likely to be fluent in English are more likely to emphasize their sacrifices in their involvement methods. As previous literature indicated, Hispanic/Latino immigrants migrate to America for better

economic and educational opportunities (Suárez- Orozco & Suárez-Orozco, 2008). For first generation parents, therefore, these immigration reasons may be inscribed in their mind more strongly than latter generation parents, resulting in affecting their parental involvement methods. Additionally, these differences may reflect the findings in previous literature about different types of parental involvement techniques in the process of acculturation (Ibañez et al., 2004; Suárez- Orozco & Suárez-Orozco, 2008). That is, those who have been in the U.S. longer are more likely to know the school-system better as they may have attended school in the country. Latter generations are more likely to focus on how much they may have benefited from traditional involvement methods, whereas those who are new to this country are more likely to emphasize the sacrifice that they have made to support their children's education. Therefore, teachers and school administrators may approach first generation of Hispanic/Latino parents in different ways than the latter generations in order to appropriately encourage their involvement in children's education. For example, teachers and school administrators may recognize the sacrifice/hardship the first generation parents may have experienced to adjust to the American culture and how much it means to their children's educational opportunities and future. For the second or latter generations, teachers and school administrators may emphasize the benefits of more home-and school-based involvement methods in order to bolster academic success. These findings were also consistent with Ceballo and colleagues' (2014) findings. For the Hispanic/Latino population, parental involvement extends beyond traditional home- and school- based involvement, their involvement methods are strongly tied to their values and beliefs in education (Ceballo et al., 2014).

The current study findings also suggest that acceptance of Medicaid was the strongest predictor of home-based involvement over parents' perception towards teacher/school outreach. Parents who received Medicaid were less likely to become involved in home-based involvement. This finding indicates that low-income, urban families are less likely to be involved in home-based education with their children. Previous literature often finds economic status is a strong indicator of parental involvement. Parents with a lower SES are more likely to have longer work hours and more responsibilities at home (Christianakis, 2011; Riojas-Cortez & Flores, 2009). Parents may have to take care of multiple younger children while working long hours and may have no or very few hours to work with their older child on their homework or other educational activities at home. Teachers of these students should remain conscientious about the needs of these low-income families and not judge parents for not being as involved as they hope. Also, teachers must provide parents with resources that they can help with their children at home in a less time consuming way. In addition, teachers should not only inform low-income, urban parents about the ways they can help their students with homework and other school tasks at home, but also help them to be motivated to join school activities despite their busy schedules. For example, hosting events after common work hours instead of during the school day can allow parents to become more involved in school-based activities.

Limitations

Despite significant findings of this study, there are several limitations to discuss in the current study. The study's biggest limitation is its small sample size. Due to the low sample size and the specific selection criteria for the research participants in the

current study, these findings need to be considered with caution. These findings cannot be generalized to the entire Hispanic/Latino population. The results rather provide a view of a certain selected portion of this minority group from the three cities in New Jersey. Future studies must include a larger sample size from various geographical areas in order to determine whether these findings can be applied to the population as a whole. One of the main reasons that the current study had a low sample size was due to a large number of missing data. Further investigation on the impacts of removing this missing data is required.

The low number of participants also resulted in a lower power making hypotheses testing rather difficult. Due to the low power, many findings did not appear statistically significant. The low power was a direct result of the low sample size, therefore future studies should try to find ways to effectively promote participation.

Finally, a larger sample size would have allowed for a more diverse group possibly leading to group mean differences. For example, the disproportionate gender variation led to analyses mostly based on mothers. The study could not examine any gender differences among the participants. Future studies should also try to increase the diversity in gender and other SES among the sample in order to examine group mean differences in a better context. Perhaps finding a location to solicit participants that is more gender neutral.

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Table 1
Parent and Family Characteristics of the Sample (N=133)

Characteristic	<i>f</i>	%
Participant's Gender		
Male	19	14.3
Female	114	85.7
Child's Gender		
Male	66	49.6
Female	67	50.4
Immigration generation		
1 st generation	41	33.1
1.5 generation	46	37.1
2 nd generation and above	37	29.8
Reasons for immigration:		
Educational opportunities	47	50.5
Economic opportunities	67	72
Reunite with family	34	36.6
War in home country	5	5.4
Marital status		
Single or separated	68	51.1
Married	57	42.9
Divorced	7	5.3
Widowed	1	.8
Benefits		
Free or reduced lunch for child	118	89.4
Medicaid	116	87.9
WIC	38	33.9
Food stamps	75	58.6
TANF	7	5.8
Hours worked per week		
0 to 10	21	15.9
11 to 20	7	5.3
21 to 30	23	17.4
31 to 40	59	44.7
41 to 50	18	13.6
More than 50	4	3
Nationality		
Caribbean	50	40.1
Mexico and Central America	42	33.4
South America	32	25.8
Primary language spoken		
English	46	34.6
Spanish	87	65.4
Characteristic	<i>M</i>	<i>SD</i>
Child		

Age	10.69	3.568
Grade	5.76	3.486
Parent		
Age	36.35	7.377
Immigration age	17.89	9.013
Perceived teacher outreach	4.64	.94
Total parental involvement	5.01	.82
School-based	4.91	1.00
Home-based	5.11	1.07
Gift-sacrifice	5.05	1.02
Future discussions	5.39	.95
Effort	5.17	.85
Guilt-sacrifice	3.88	1.54
English proficiency levels		
Reading	4.20	1.641
Speaking	4.32	1.583
Listening	4.39	1.527
Writing	4.20	1.734
Spanish proficiency levels		
Reading	5.13	1.416
Speaking	5.23	1.216
Listening	5.26	1.296
Writing	5.02	1.497

Table 2
Correlation Matrix

Variables	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
1. Child's grade group	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. English proficiency level	-.03	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Female child	.26**	.07	-	-	-	-	-	-	-	-	-	-	-	-
4. Participant's age	.30**	-.12	.25**	-	-	-	-	-	-	-	-	-	-	-
5. Medicaid	-.11	-.12	-.05	.01	-	-	-	-	-	-	-	-	-	-
6. Generation level	-.06	.57**	-.10	-.27	.05	-	-	-	-	-	-	-	-	-
7. Teacher outreach	-.16	.08	.03	-.07**	-.13	.07	-	-	-	-	-	-	-	-
8. Total parental involvement	.06	.03	.06	.12	-.18*	-.00	.58**	-	-	-	-	-	-	-
9. School-based	.03	.15	.09	.02	-.12	.11	.53**	.81**	-	-	-	-	-	-
10. Home-based	-.04	.07	-.03	.07	-.24**	.042	.56**	.87**	.71**	-	-	-	-	-
11. Gift sacrifice	.11	-.06	.02	.12	-.10	-.18*	.48**	.83**	.54**	.63**	-	-	-	-
12. Future discussions	.03	.13	.04	.13	-.16	.00	.53**	.88**	.67**	.77**	.75**	-	-	-
13. Effort	.06	.01	.12	.13	-.09	-.00	.36**	.78**	.51**	.54**	.62**	.69**	-	-
14. Guilt sacrifice	.16	-.24**	.07	.09	-.04	-.04	.12	.38**	.15	.11	.32**	.09	.32**	-

Note: *p < .05. **p < .01. ***p < .001.

Table 3
*Perceived teacher/school Outreach, Parental Involvement, and Academic Achievement:
 Descriptive Statistics (N= 133)*

Variable	<i>M</i>	<i>SD</i>	Range	<i>n of items</i>	<i>α</i>
Perceived teacher/school Outreach	4.67	1.012	1-6	12	.935
Parental Involvement	5.06	.794	1-6	22	.945
School-based	4.98	1.015	1-6	4	.918
Home-based	5.13	1.084	1-6	5	.950
Gift sacrifice	5.12	1.028	1-6	3	.906
Future discussions	5.41	.922	1-6	4	.956
Effort	5.22	.801	1-6	4	.886
Guilt sacrifice	3.92	1.569	1-6	2	.970
Academic achievement	4.94	.729	1-6	10	.888
Attainment	4.98	.736	1-6	7	.864
Subject	4.85	1.020	1-6	3	.929
English Proficiency level	4.20	1.56	1-6	4	.982

Table 4

Summary of Logistic Regression Analysis for Variables Predicting Parental Involvement Levels, (N=107)

Predictors	Total PI		School-based		Home-based		Gift-Sacrifice		Future Discussions	
	β	SE β	β	SE β	β	SE β	β	SE β	β	SE β
Child's grade group	.12	.09	.04	.13	.04	.13	.24 ^m	.12	.08	.11
English proficiency level	.02	.05	.05	.07	.05	.07	.06	.07	.10	.06
Child's gender	.03	.14	-.06	.19	-.06	.19	-.17	.18	-.04	.16
Participant's age	.01	.01	.02	.01	.02	.01	.01	.01	.02*	.01
Medicaid	-.23	.19	-.61*	.27	-.61*	.27	-.11	.26	-.25	.225
Generation level	-.11	.20	-.01	.28	-.01	.28	-.78**	.27	-.25	.24
Perceived teacher outreach	.53***	.07	.57***	.10	.57***	.10	.57***	.09	.58***	.08
Constant	2.06	.59	2.06	.81	2.06	.81	2.57	.78	1.88	.69
R^2		.40		.33		.33		.33		.35
F		9.52		6.94		6.94		7.06		9.21

Note. Child's grade group was coded as 1 for *elementary school*, 2 for *middle school*, and 3 for *high school*. English

proficiency was scored from 1 to 20. Child's gender was coded as 0 for *male* and 1 for *female*. Medicaid was coded as 0 for *no* and 1 for *yes*. Generation level was coded as 1 for *first generation*, 1.5 for *1.5 generation*, and 2 for *2nd generation and latter*.

Perceived teacher outreach was scored from 1 to 72.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 4 continued.

Predictors	Effort		Guilt-sacrifice	
	β	SE β	β	SE β
Child's grade group	.10	.10	.30	.21
English proficiency level	-.01	.06	-.33**	.12
Child's gender	.10	.16	.28	.31
Participant's age	.01	.01	.01	.02
Medicaid	-.02	.22	.08	.43
Generation level	-.11	.23	.46	.46
Perceived teacher outreach	.48***	.08	.36*	.16
Constant	2.41	.68	1.71	1.32
R^2		.29		.15
F		5.73		2.53

Note. Child's grade group was coded as 1 for *elementary school*, 2 for *middle school*, and 3 for *high school*. A total score of

English proficiency ranged from 1 to 24. Child's gender was coded as 0 for *male* and 1 for *female*. Participant's age was

calculated based on the year they were born in. Medicaid was coded as 0 for *no* and 1 for *yes*. Generation level was coded as 1

for *first generation*, 1.5 for *1.5 generation*, and 2 for *2nd generation and latter*. A total score for perceived teacher outreach ranged from 1 to 72.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Appendix A: Institutional Review Board (IRB) Approval Letters



Institutional Review Board
College Hall, Room 248
Office: 973-655-3021
Fax: 973-655-3022

Jun 28, 2016 11:33 AM EDT

Ms. Ailiceth Espinal and Dr. Soyoung Lee
Montclair State University
Department of Family and Child Studies, Sociology
1 Normal Ave.
Montclair, NJ 07043

Re: IRB Number: **IRB-FY15-16-206**
Project Title: **SS Taking on the Immigration Paradox: Hispanic/Latino Parental Involvement and Academic Outcomes**

Dear Ms. Espinal,

After an expedited review:

- Category 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Montclair State University's Institutional Review Board (IRB) approved this protocol on **Jun 28, 2016**. The study is valid for one year and will expire on **Jun 28, 2017**.

Should you wish to make changes to the IRB-approved procedures, prior to the expiration of your approval, submit your requests via a Study Modification in Cayuse IRB.

For Renewal, it is advised that you complete your renewal submission 30 - 60 days before the expiration date. If you have not received IRB approval by the study expiration date, ALL research activities must STOP, including data analysis. If your research continues without IRB approval, you will be in violation of Federal and other regulations.

Please note, as the principal investigator, you are required to maintain a file of approved human subjects research documents, for each IRB application, to comply with federal and institutional policies on record retention.

After your study is completed, submit your Project Closure submission.

If you have any questions regarding the IRB requirements, please contact me at 973-655-5189, cayuselRB@mail.montclair.edu, or the Institutional Review Board.

Sincerely yours,

Dr. Katrina Bulkley
IRB Chair

cc: Ms. Deborah Reynoso, Graduate School, Academic Services Coordinator

Institutional Review Board (IRB) Amendment Approval Letter



Institutional Review Board
College Hall, Room 248
Office: 973-655-3021
Fax: 973-655-3022

Mar 31, 2017 11:44 AM EDT

Ms. Ailiceth Espinal
Dr. Soyoung Lee
Montclair State University
Department of Family and Child Studies, Sociology
1 Normal Ave.
Montclair, NJ 07043

Re: IRB Number: IRB-FY15-16-206
Project Title: **SS Taking on the Immigration Paradox: Hispanic/Latino Parental Involvement and Academic Outcomes**

Dear Ms. Espinal,

After an expedited review, Montclair State University's Institutional Review Board (IRB) approved this study's modification on **Mar 31, 2017**. It is valid through the current approved period and will expire on **Jun 28, 2017**.

This modification submission included the following changes:

- Addition of data collection dates from sites in Passaic, Union City and Paterson.

Should you wish to make additional changes to the IRB-approved procedures, prior to the expiration of your approval, submit your requests via a Study Modification in Cayuse IRB.

After your study is completed, submit your Project Closure.

If you have any questions regarding the IRB requirements, please contact me at 973-655-5189, cayuseIRB@mail.montclair.edu, or the Institutional Review Board.

Sincerely yours,

Dr. Katrina Bulkley

IRB Chair

Appendix B: Site Approval Letters

** Appendices were slightly altered to ensure confidentiality of respondents*

Letter of Permission from the COO of Dental Office-Paterson Location

April 20, 2016

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes

P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves to give permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes during May, June, July & August 2016 at our facility in **Paterson, NJ**.

Ailiceth Espinal will have access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescaín, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

Letter of Permission from the COO of Dental Office-Passaic Location

April 20, 2016

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes
P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves to give permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes during May, June, July & August 2016 at our facility in **Passaic, NJ**.

Ailiceth Espinal will have access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescain, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

Letter of Permission from the COO of Dental Office-Union City Location

April 20, 2016

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes

P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves to give permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes during May, June, July & August 2016 at our facility in **Union City, NJ**.

Ailiceth Espinal will have access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescain, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

Second Letter of Permission from the COO of Dental Office-Paterson Location

March 27, 2017

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes
P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves as permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes. Ailiceth was granted permission to continue collecting data in the months of December 2016 and January and February 2017 at our facility in **Paterson, NJ**.

Ailiceth Espinal has access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescain, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

Second Letter of Permission from the COO of Dental Office-Passaic Location

March 27, 2017

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes

P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves as permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes. Ailiceth was granted permission to continue collecting data in the months of December 2016 and January and February 2017 at our facility in **Passaic, NJ**.

Ailiceth Espinal has access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescain, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

Second Letter of Permission from the COO of Dental Office-Union City Location

March 27, 2017

Attn: Institutional Review Board
Montclair State University
1 Normal Avenue
College Hall, Room 248
Montclair, NJ 07043

Re: Site Approval

Thesis Title: Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes

P.I.: Ailiceth Espinal

Dear Review Board,

This letter serves as permission to Ailiceth Espinal to complete her research project, Taking on the Immigration Paradox: Hispanic Parental Involvement and Academic Outcomes. Ailiceth was granted permission to continue collecting data in the months of December 2016 and January and February 2017 at our facility in **Union City, NJ**.

Ailiceth Espinal has access to the parents/guardians of our patients to conduct her research project. The research project has been described to me to my satisfaction.

Sincerely,

Cecilia Mescain, MBA, FAADOM
Chief Operating Officer of Smile Central Dental Offices

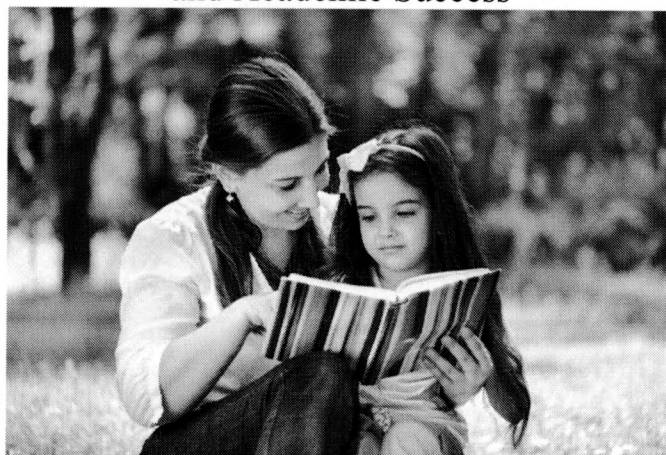
Appendix C: Flyers

English

Are you Hispanic/Latino? Are you a parent of a
school-aged child aged 6 to 16?
Survey participants are needed.

Study title:

Taking on the Immigration Paradox: Hispanic/Latino Parental Involvement
and Academic Success



- We are looking for Hispanic/Latino parents of school-aged children to participate in a study.
- This study will take about 25 minutes to complete and can be done in the waiting room while you wait for your appointment.
- Ask a receptionist if you would like to participate.
- If you participate in this study, you will answer questions about your child's school, your participation in your child's academics and your child's academic success.
- If you have questions about this study please ask the receptionist for a copy of this flyer and contact the research team at the emails listed below.

Thank you!

Ailiceth Espinal, Master's Student in the Family and Child's Studies Department is conducting this study with faculty sponsor Dr. Soyoung Lee. If you are interested in participating or have more questions, please contact them at espinala3@mail.montclair.edu or leeso@mail.montclair.edu

This study has been approved by the Montclair State University Institutional Review Board.

Spanish

¿Eres hispano/latino? ¿Eres un padre de un niño
en edad escolar, edad entre 6 y 16?

Se necesitan participantes para una encuesta.

El título del estudio:

La Paradoja De Inmigración: Participación De Los Padres Hispanos/Latinos
Y Los Resultados Académicos



- Buscamos a los padres hispanos/latinos de niños en edad escolar para participar en un estudio.
- Este estudio se llevará unos 25 minutos para completar y puede ser hecho en la sala de espera mientras espera su cita.
- Pregunte a una recepcionista si desea participar.
- Si decide participar en este estudio, usted contestará preguntas sobre la escuela de su hijo, su participación en el mundo académico de su hijo y el éxito académico de su hijo.
- Si tiene alguna pregunta acerca de este estudio por favor preguntele al recepcionista para una copia de este folleto y contacte el equipo de investigación por correo electrónico. Su información está por debajo.

¡Gracias!

Ailiceth Espinal, estudiante de maestría en el departamento de Estudios de familia y de niños está llevando a cabo este estudio con la ayuda de la facultad Dra. Soyoung Lee. Si está interesado en participar o tiene más preguntas, por favor, póngase en contacto con ellas por correo electrónico, espinala3@mail.montclair.edu o leeso@mail.montclair.edu

Este estudio ha sido aprobado por el Montclair State University Institutional Review Board

Appendix D: In-Person Plea for Principal Investigator and Receptionists

English

Hello,

I would like to let you know about an opportunity to participate in a research study about Hispanic/Latino parental involvement. This study is being conducted by Ailiceth Espinal from the Family and Child Studies Department at Montclair State University. This study will involve a survey with questions about involvement with your child, your child's school environment and your child's academic achievement. It will take about twenty-five minutes of your time and can be completed while you wait for your appointment. If you are unable to finish before the time of your appointment you can bring the survey to the treatment room and finish it there. You must be 18 years of age or older and identify as Hispanic/Latino to participate. Additionally, you must have a school aged school-aged child between ages 6 and 16.

Thank you for considering participation in this study. This study has been approved by the Montclair State University Institutional Review Board.

Spanish

Hola,

Me gustaría hacerle saber acerca de la oportunidad de participar en un estudio de investigación sobre la participación de los padres hispanos / latinos. Este estudio está siendo realizado por Ailiceth Espinal de el departamento de estudios de familias y niños en Montclair State University. Este estudio incluirá una encuesta con preguntas acerca de la participación con su hijo(a), la escuela de su hijo(a) y el rendimiento académico de su hijo(a). Se llevará a unos veinticinco minutos de su tiempo y puede ser completado mientras espera su cita. Si no puede terminar antes de la hora de su cita puede traer la encuesta a la sala de tratamiento y terminar allí. Usted debe tener 18 años de edad o más y identificarse como latinos o hispano para participar. Además, debe tener un niño en edad escolar entre los 6 y 16.

Gracias por considerar la participación en este estudio. Este estudio ha sido aprobado por el Montclair State University Institutional Review Board.

Appendix E: Informed Consent Forms

English

Please read below with care. You can ask questions at any time. You can talk to other people before you sign this form.

Study's Title: Taking on the Immigration Paradox: Hispanic/Latino Parental Involvement and Academic Outcomes

Why is this study being done?

The objective of this study is a) to understand the reasons you become involved in your child's education as a Hispanic/Latino parent b) to understand the types of involvement for Hispanic families c) and the ways both of these topics can affect your child's academic success.

What will happen while you are in the study?

You will be asked to participate in this study. If you chose to participate you will be asked to sign this consent form. Following, you will be given a survey of about 70 questions. The survey will ask you questions about your involvement with your child, your child's school environment, your child's academic achievement, your background, country of origin, education and other demographic questions. If you are completing this survey at your dental appointment, it is that asked that you enclose the completed survey and the consent form in the envelope provided and return it to the receptionist or the researcher at the front desk.

If preferred, or if you are completing this survey at home it is asked that you enclose the completed survey and consent form in the envelope provided and mail it to the address mentioned at the end of this consent form.

Time: This study will take about 25 minutes.

Risks: You may feel a little uncomfortable when you think about some of the questions. However, your participation in this study poses no risks to you or your child. It is non-experimental in nature.

Benefits:

There are no benefits to you being in this study. Others may benefit from this study by understanding more about Hispanic/Latino families to support their involvement with schools and children's academic success.

Who will know that you are in this study?

The data collected is anonymous. Please do not write your name, your child's name or any other information on the survey. Any information in this study, including this consent form that can be linked to you will remain confidential. Any data collected throughout this study will be restricted to the researchers participating in this study only. In any discussion of the data, whether in the final paper or presentations, the results will be discussed in groups never in individual cases.

Do you have to be in this study?

You do not have to be in this study. You are a volunteer! It is okay if you want to stop at any time and not be in the study. You do not have to answer any questions you do not want to answer. Nothing will happen to you.

Do you have any questions about this study?

Phone or email the primary contact Ailiceth Espinal at 973-706-7952 or espinala3@montclair.edu or the principal investigator Dr. Soyoung Lee at (973) 655-3452 or at leeso@montclair.edu

Do you have any questions about your rights as a research participant?

Phone or email the IRB Chair, Dr. Katrina Bulkley, at 973-655-5189 or reviewboard@mail.montclair.edu.

Future Studies:

It is okay to use my data in other studies:

Please initial: _____ Yes _____ No

One copy of this consent form is for you to keep.

Statement of Consent

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement, and possible risks and inconveniences have been explained to my satisfaction. I understand that I can withdraw at any time. My signature also indicates that I am 18 years of age or older and have received a copy of this consent form.

Print your name here

Sign your name here

Date

Ailiceth Espinal

Signature

Date

Dr. Soyoung Lee

Signature

Date

Mail Address for Completed Forms:

Attn. Soyoung Lee
Dept. of Family and Child Studies
Montclair State University
4038 University Hall
1 Normal Ave.
Montclair, NJ 07043

Spanish

Por favor, lea este formulario con cuidado. Usted puede hacer preguntas en cualquier momento. Usted puede hablar con otras personas antes de firmar este formulario.

El título del estudio: La Paradoja De Inmigración: Participación De Los Padres Hispanos/Latinos Y Los Resultados Académicos

¿Por qué se realiza este estudio?

El objetivo de este estudio es: a) entender las razones usted participa en la educación de sus hijos como un padre Hispano/Latino b) para entender los tipos de participación para las familias hispanas /latinas c) y las formas que estos temas pueden afectar el éxito académico de su hijo(a).

¿Qué pasará durante este estudio?

Se le pedirá a participar en este estudio. Si decide participar, se le pedirá que firme este formulario de consentimiento. Siguiendo, se le dará una encuesta de cerca de 70 preguntas. La encuesta le hará preguntas sobre su participación con sus hijos, el ambiente de la escuela de su hijo(a), sobre el éxito académico su hijo(a), sus antecedentes, país de origen, su educación y otras preguntas demográficas. Si usted está llenando esta encuesta en su cita dental, se le pide que incluya la encuesta completa y el formulario de consentimiento en el sobre previsto y lo devuelva a la recepcionista o a la investigadora en la recepción.

Si prefiere, o si usted está llenando esta encuesta en su hogar se le pide que incluya la encuesta completa y formulario de consentimiento en el sobre previsto y enviarlo por correo a la dirección indicada al final de este formulario..

Tiempo: Este estudio se llevará unos 25 minutos.

Riesgos:

Es posible que se siente un poco incómodo cuando piense en algunas de las preguntas. Sin embargo, su participación en este estudio no plantea ningún riesgo para usted o su hijo, el estudio no es experimental.

Beneficios:

No hay beneficios personales para usted en este estudio. Otros pueden beneficiarse de este estudio con la adición de más información sobre las familias hispanas/latinas para apoyar su participación en las escuelas y el éxito académico de los niños.

¿Quién sabrá que usted está en este estudio?

Los datos recogidos son anónimos. Por favor, no escriba su nombre, nombre de su hijo o cualquier otra información en la encuesta. Cualquier información en este estudio, incluyendo este formulario de consentimiento se mantendrá confidencial. Los datos recogidos a lo largo de este estudio estarán restringidos a los investigadores que participaron en este estudio solamente. En cualquier discusión de los datos, ya sea en el

trabajo final o presentaciones, los resultados serán discutidos en grupos nunca en casos individuales.

¿Si tiene que participar en este estudio?

Usted no tiene que participar en este estudio. ¡Usted es un voluntario! No hay problema si desea detener en cualquier momento y no estar en el estudio. Usted no tiene que responder a cualquier pregunta que no quiera contestar. Nada te va a pasar.

¿Tiene alguna pregunta sobre este estudio?

Puede llamar o enviar un correo electrónico al contacto primario Ailiceth Espinal al 973-706-7952 o espinala3@montclair.edu o a la investigadora principal Dra. Soyoung Lee al (973) 655 a 3452 o leeso@montclair.edu.

¿Qué sucede si usted desea formular preguntas sobre sus derechos como participante de una investigación?

Puede llamar o mandar un correo electrónico a la miembro del IRB, Ms. Mylka Biaschochea, 973-655-3021, o reviewboard@mail.montclair.edu

Los estudios del futuro:

Es apropiado el uso de mis datos en otros estudios:

Por favor, ponga sus iniciales: Si _____ No _____

Una copia de este formulario de consentimiento es para que usted mantenga.

Declaración de consentimiento

He leído este formulario y decido participar en el proyecto descrito anteriormente. Sus propósitos generales, los detalles de su participación, y los posibles riesgos e inconvenientes se han explicado a mi satisfacción. Entiendo que puedo retirar en cualquier momento. Mi firma también indica que tengo 18 años de edad o más y he recibido una copia de este formulario de consentimiento.

Escriba su nombre aquí

Firme su nombre aquí

Fecha

Ailiceth Espinal

Firma

Fecha

Dra. Soyoung Lee

Firma

Fecha

Dirección para formularios completados:

Attn. Soyoung Lee
Dept. of Family and Child Studies
Montclair State University
4038 University Hall
1 Normal Ave.
Montclair, NJ 07043

Appendix F: Surveys

English

Thank you for your participation in this study, the following questions are related to your child's teacher and your involvement in school events.

While answering these questions please think about your OLDEST school-aged child and the CURRENT school year.

Please answer these questions about your oldest child.

1. What is this child's age? _____ (In years)

2. What is this child's grade? _____

3. What is this child's gender?

☐ Male ₀

☐ Female ₁

For the following questions, please indicate how much you AGREE or DISAGREE with each of the following statements.

Please simply mark a check on one answer.

	Strongly disagree 1	Disagree 2	Disagree somewhat 3	Agree somewhat 4	Agree 5	Strongly agree 6
4. My child's teacher asks me or expects me to help my child with homework.						
5. My child's teacher asks me or expects me to supervise my child's homework.						
6. My child's teacher asks me to talk with my child about the school day.						
7. My child's teacher asks me to attend special events at school.						
8. My child's teacher asks me to help out at the school.						
9. My child's teacher contacts me (for example: sends a note, phones, e-mails).						
10. Teachers at my child's school are interested and cooperative when they discuss my child.						
11. I feel welcomed at my child's school.						
12. Parent activities are scheduled at my child's school so that I can attend.						
13. My child's school lets me know about meetings and special events.						

	Strongly disagree 1	Disagree 2	Disagree somewhat 3	Agree somewhat 4	Agree 5	Strongly agree 6
14. My child's school contacts me promptly about any problems involving my child.						
15. My child's teacher keeps me informed about my child's progress in school.						

Now, we ask you to think about your beliefs about your child's education and your involvement. Please indicate how much you AGREE or DISAGREE with each of the following statements.

<i>I believe...</i>	Strongly disagree 1	Disagree 2	Disagree somewhat 3	Agree somewhat 4	Agree 5	Strongly agree 6
16. in the importance of attending school programs and events.						
17. it is important to talk to my child's teacher or school counselors in person.						
18. it is important to talk to my child's teacher or school counselors on the phone.						
19. in the importance of participating in a parent- teacher organization (PTO) or school committee.						
20. it is important that my child has mine (or someone else at home)'s help with math homework.						
21. it is important that my child has mine (or someone else at home)'s help with other homework (not math).						
22. in the importance of helping my child with homework.						
23. in the importance of helping my child select courses for school.						
24. it is important to look over and help my child with school assignments.						
25. if my child succeeds in school he/she can help me in the future.						
26. the sacrifices I have made for my children inspire them to succeed in school.						
27. I have worked very hard therefore my child should do their best in school.						
28. it is important to talk to my child about the different jobs he/she can have when they grow up.						
29. it is important for my child to think about what he/she want to be in the future.						
30. it is important for my child to think about the things he/she is interested in doing when he/she grows up.						

<i>I believe...</i>	Strongly disagree 1	Disagree 2	Disagree somewhat 3	Agree somewhat 4	Agree 5	Strongly agree 6
31. it is important for my child to think about what he/she wants to be when they grow up.						
32. my child can do better in school if he/she works harder.						
33. my child can get smarter and smarter as long as they try.						
34. if my child does not do well on a test it is because they did not study hard or long enough.						
35. my child can get good grades as long as he/she tries hard.						
36. my child feels badly about how hard I work to give him/her a good education.						
37. my child feels bad because I have to work so hard.						

These questions refer to your child's academic achievement. Please check which answer is the most accurate.

38. Child's overall school performance	Poor 1	2	3	4	5	Excellent 6
39. Child's commitment to school work	1	2	3	4	5	6
40. Child asks for help with schoolwork.	1	2	3	4	5	6
41. Child's interaction with you	1	2	3	4	5	6
42. Child's interaction with peers	1	2	3	4	5	6
43. Child participates in other school activities	1	2	3	4	5	6
44. Child communicates academic problems	1	2	3	4	5	6
Child's school achievement in:						
45. Mathematics	Poor 1	2	3	4	5	Excellent 6
46. Reading	1	2	3	4	5	6
47. Composite	1	2	3	4	5	6

Please answer these questions about your OLDEST child.

48. What is this child's GPA (Grade Point Average)?

- 2.0₁ ☐ Between 0 and 1.0₀ ☐ Between 1.1 and 2.0₁
- 4.0₃ ☐ Between 2.1 and 3.0₂ ☐ Between 3.1 and 4.0₃

49. Does this child receive free or reduced lunch at school?

- ☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

50. Was this child born in the United States?

- ☐ No ₀ ☐ Yes ₁

Please answer these questions about you:

51. What is your gender?

- ☐ Male ₀ ☐ Female ₁

52. What year were you born? _____

53. How many children do you have?

- ☐ 0 ☐ 1 ☐ 2
- ☐ 3 ☐ 4 ☐ 5
- ☐ 6 or more

54. How many people live in your home? (Including yourself)

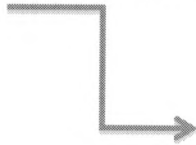
- ☐ 0 ☐ 1 ☐ 2
- ☐ 3 ☐ 4 ☐ 5
- ☐ 6 or more

55. What is your current marital status?

- ☐ Single or separated₁ ☐ Married₂ ☐ Divorced₃ ☐ Widowed₄

56. What is your racial background? (Mark all that apply)

- ☐ African-American/Black ☐ American Indian or Alaska Native
☐ White/Caucasian ☐ Asian
☐ Hispanic/Latino(a) ☐ Native Hawaiian or other Pacific Islander
☐ Other: _____



If yes, go to question number 57.

If no, go to question number 58.

57. If you are a Latino/Hispanic, what is your Latino/Hispanic cultural background?
Mark all that apply.

- ☐ Colombia₁ ☐ Dominican Republic₂ ☐ Ecuador₃ ☐ El Salvador₄
☐ Guatemala₅ ☐ Honduras₆ ☐ Mexico₇ ☐ Paraguay₈
☐ Peru₉ ☐ Puerto Rico₁₀ ☐ Venezuela₁₁
☐ Other _____

58. What is the primary language spoken in your home?

- ☐ Spanish₁ ☐ English₂ ☐ Other: _____

How comfortable are you with the following in ENGLISH?

	Extremely uncomfortable 1	Very uncomfortable 2	Somewhat uncomfortable 3	Somewhat comfortable 4	Very comfortable 5	Extremely comfortable 6
59. Reading						
60. Speaking						
61. Listening						
62. Writing						

How comfortable are you with the following in SPANISH:

	Extremely uncomfortable 1	Very uncomfortable 2	Somewhat uncomfortable 3	Somewhat comfortable 4	Very comfortable 5	Extremely comfortable 6
63. Reading						
64. Speaking						
65. Listening						
66. Writing						

Does your family receive any of the following: (Please check your response)

67. Medicaid? ☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

68. WIC? ☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

69. Food stamps? ☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

70. TANF (Cash Benefits)

☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

71. On average how many hours do you work per week?

☐ 0 to 10₁ ☐ 11 to 20₂ ☐ 21 to 30₃

☐ 31 to 40₄ ☐ 41 to 50₅ ☐ More than 50₆

72. Was at least one of your grandparents born outside of the United States?

☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

73. Was at least one of your parents born outside of the United States?

☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

74. Were you born outside of the United States?

☐ No ₀ ☐ Yes ₁ ☐ Don't Know ₉₉

If you answered yes please continue to question 75.

IF YOU ANSWERED NO, YOU HAVE NOW COMPLETED THE SURVEY. Thank you for your participation.

75. What country were you born in?

76. How old were you when you moved to the United States? _____

77. Which reason best describes your decision to move to the United States?
(Check all that apply)

☐ for better educational opportunities

☐ for better economic opportunities

☐ to reunite with family

☐ war in your home country

☐ other _____

78. What is the highest level of education that you have completed in your country?

☐ None₀

☐ Elementary School₁

☐ High School₂

☐ Some College₃

☐ Bachelor's Degree₄

☐ Graduate Degree (Masters or Doctoral

79. What is the highest level of education that you have completed in **the US**?

☐ None₀

☐ Elementary School₁

☐ High School₂

☐ Some College₃

☐ Bachelor's Degree₄

☐ Graduate Degree (Masters or Doctoral)₅

Thank you for your participation.

If you are completing this survey at your dental appointment, please enclose the completed survey and the consent form in the envelope provided and return it to the receptionist or the researcher at the front desk.

If preferred or if you are completing this survey at home please enclose the completed survey and consent form in the envelope provided and mail it to this address:

Attn: Soyoung Lee
Dept. of Family and Child Studies
Montclair State University
4038 University Hall
1 Normal Ave.
Montclair NJ 07043

Gracias por su participación en este estudio, las siguientes preguntas están relacionadas con el maestro o la maestra de su hijo(a) y su participación en eventos escolares.

Al responder estas preguntas, por favor piense en su hijo(a) mayor de edad escolar y el año escolar en curso.

Por favor, conteste estas preguntas acerca de su hijo(a) mayor.

1. ¿Cuál es la edad de este niño(a)? _____ (En años)

2. ¿Cuál es el grado de este niño(a)? _____

3. ¿Cuál es el género de este niño(a)?

☐ Masculino ₀

☐ Femenino ₁

Para las siguientes preguntas, por favor indique qué tan de acuerdo o en desacuerdo con cada una de las siguientes declaraciones.

Por favor, simplemente marque solamente una respuesta.

	Muy en desacuerdo 1	En desacuerdo 2	Un poco en desacuerdo 3	Un poco en acuerdo 4	En acuerdo 5	Muy en acuerdo 6
4. El maestro de mi hijo(a) me pregunta o espera la ayuda mía con la tarea de mi hijo(a).						
5. El maestro de mi hijo(a) me pregunta o espera mi supervisión de las tareas de mi hijo(a).						
6. El maestro de mi hijo(a) me pide que hable con mi hijo(a) acerca de su día escolar.						
7. El maestro de mi hijo(a) me pide que asiste en eventos especiales en la escuela.						
8. El maestro de mi hijo(a) me pide que ayude en la escuela.						
9. El maestro me contacta con información sobre mi hijo(a) (por ejemplo: envía una nota, llama por teléfono, correos electrónicos).						
10. Los maestros en la escuela de mi hijo(a) están interesados cuando discuten mi hijo(a).						
11. Me siento bienvenido en la escuela de mi hijo(a).						

	Muy en desacuerdo 1	En desacuerdo 2	Un poco en desacuerdo 3	Un poco en acuerdo 4	En acuerdo 5	Muy en acuerdo 6
12. Actividades de los padres están programadas en la escuela de mi hijo(a) para que yo pueda asistir.						
13. La escuela de mi hijo(a) me permite saber acerca de las reuniones y los eventos especiales.						
14. La escuela de mi hijo(a) se ponen en contacto conmigo sobre cualquier problemas que afectan a mi hijo(a).						
15. El maestro de mi hijo(a) me mantiene informado sobre el progreso de mi hijo(a) en la escuela.						

Ahora, le pedimos que piense en sus creencias sobre la educación de su hijo y su participación. Por favor, indique qué tan de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones.

<i>Yo creo...</i>	Muy en desacuerdo 1	En desacuerdo 2	Un poco en desacuerdo 3	Un poco en acuerdo 4	En acuerdo 5	Muy en acuerdo 6
16. en la importancia de asistir a los programas y eventos de la escuela.						
17. que es importante hablar con los maestros y los consejeros escolares de mi hijo(a) en persona.						
18. que es importante hablar con los maestros y los consejeros escolares de mi hijo(a) en el teléfono.						
19. en la importancia de participar en una organización de padres y maestros (PTO) o comité escolar.						
20. que es importante que mi hijo(a) tenga la ayuda mía (o de otra persona en el hogar) con la tarea de matemáticas.						
21. que es importante que mi hijo(a) tenga la ayuda mía (o de otra persona en el hogar) con otra tarea (no matemáticas).						
22. en la importancia de ayudar a mi hijo(a) con la tarea.						
23. en la importancia de ayudar a mi hijo(a) a seleccionar cursos para la escuela.						

<i>Yo creo...</i>	Muy en desacuerdo 1	En desacuerdo 2	Un poco en desacuerdo 3	Un poco en acuerdo 4	En acuerdo 5	Muy en acuerdo 6
24. que es importante revisar y ayudar a mi hijo con las tareas escolares.						
25. si mi hijo (a) tiene éxito en la escuela él / ella me puede ayudar en el futuro.						
26. que los sacrificios que he hecho para mis hijos(as) les inspiran para tener éxito en la escuela.						
27. que he trabajado muy duro por lo tanto mi hijo(a) debe hacer su mejor esfuerzo en la escuela.						
28. que es importante hablar con mi hijo(a) acerca de los diferentes puestos de trabajo que él / ella puede tener cuando sean mayores.						
29. que es importante que mi hijo(a) piense en lo que él / ella quiere hacer en el futuro.						
30. que es importante que mi hijo(a) piense en las cosas que él / ella está interesado en hacer cuando él / ella crece.						
31. que es importante que mi niño(a) piense acerca de lo que él / ella quiere ser cuando crezca.						
32. que mi hijo(a) puede hacer mejor en la escuela si él / ella trabaja más duro.						
33. que mi hijo(a) puede ser más inteligentes siempre y cuando lo intentan.						
34. si mi hijo(a) no le va bien en una prueba es porque no estudio mucho o por un tiempo suficiente.						
35. mi hijo(a) puede obtener buenas calificaciones, siempre y cuando él / ella trabaja duro.						
36. mi hijo(a) se siente mal por lo duro que trabajo para darle a él / ella una buena educación.						
37. mi hijo(a) se siente mal porque tengo que trabajar tan duro.						

Estas preguntas se refieren al rendimiento académico de su hijo(a). Por favor, compruebe cuál de las respuestas es la más exacta.

38. rendimiento escolar general del niño(a).	Pobre 1	2	3	4	5	Excelente 6
39. el compromiso al trabajo escolar.	1	2	3	4	5	6
40. cuando es necesario mi hijo(a) pide ayuda con el trabajo escolar.	1	2	3	4	5	6
41. la interacción de mi hijo(a) conmigo.	1	2	3	4	5	6
42. la interacción de mi hijo(a) con sus compañeros.	1	2	3	4	5	6
43. la participación de mi hijo(a) en otras actividades de la escuela	1	2	3	4	5	6
44. mi hijo(a) comunica problemas académicos.	1	2	3	4	5	6
El rendimiento escolar de mi hijo(a) en:						
45. Matemáticas	Pobre 1	2	3	4	5	Excelente 6
46. Lectura	1	2	3	4	5	6
47. Escritura	1	2	3	4	5	6

Al responder estas preguntas, por favor piense en su hijo(a) mayor de edad escolar y el año escolar en curso.

63. ¿Cuál es el GPA (promedio de calificaciones) de este estudiante?

☐ Entre 0 y 1.0

☐ Entre 1.1 y 2.0

0

1

☐ Entre 2.1 y 3.0

☐ Entre 3.1 y 4.0

2

3

64. ¿Este estudiante recibe almuerzo gratis o precio reducido en la escuela?

☐ No ₀

☐ Si ₁

☐ No sé ₉₉

65. ¿Este estudiante nació en los Estados Unidos?

☐ No ₀

☐ Si ₁

Por favor, conteste estas preguntas acerca de usted.

66. ¿Cuál es su género?

☐ Masculino₀

☐ Femenino₁

67. ¿En qué año nació usted? _____

68. ¿Cuántos hijos tiene usted?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6 o más

69. ¿Cuántas personas viven en su hogar? (Incluido usted)

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6 o más

70. ¿Cuál es su estado civil?

☐ Soltero(a) o separado(a)₁
Viudo(a)₄

☐ Casado(a)₂

☐ Divorciado(a)₃

☐

71. ¿Cuál es su raza? (Marque todo lo que corresponda)

☐ Afro Americano / Negro

☐ India americano o nativo de Alaska

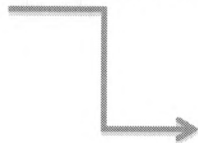
☐ Blanco/Caucásico

☐ Asiático

☐ Hispano/Latino(a)

☐ Nativo de Hawaii o otra isla Pacifica

☐ Otro: _____



Si su respuesta es **SÍ**, pase a la pregunta número 57.

Si su respuesta es **NO**, pase a la pregunta número 58.

72. Si usted es Hispano/Latino, ¿cuál es su origen cultural? Marque todo lo que corresponda.

- ☐ Colombia₁ ☐ Republica Dominicana₂ ☐ Ecuador₃ ☐ El Salvador₄
☐ Guatemala₅ ☐ Honduras₆ ☐ Mexico₇ ☐ Paraguay₈
☐ Peru₉ ☐ Puerto Rico₁₀ ☐ Venezuela₁₁
☐ Otro _____

73. ¿Cuál es el idioma principal que se habla en su hogar?

- ☐ Español₁ ☐ Ingles₂ ☐ Otro: _____

¿Qué tan cómodo está usted con lo siguiente en INGLÉS?

	Extremadamente incómodo 1	Muy incómodo 2	Un poco incómodo 3	Un poco cómodo 4	Muy cómodo 5	Extremadamente cómodo 6
74. Leyendo						
75. Hablando						
76. Escuchando						
77. Escritura						

¿Qué tan cómodo está usted con lo siguiente en ESPAÑOL?

	Extremadamente incómodo 1	Muy incómodo 2	Un poco incómodo 3	Un poco cómodo 4	Muy cómodo 5	Extremadamente cómodo 6
78. Leyendo						
79. Hablando						
80. Escuchando						
81. Escritura						

¿Recibe su familia cualquiera de los siguientes?

67. Medicaid? ☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

68. WIC? ☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

69. Food stamps? ☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

70. TANF (Beneficios en efectivo)

☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

80. ¿Aproximadamente cuántas horas trabaja usted por semana?

☐ 0 - 10₁ ☐ 11 - 20₂ ☐ 21 - 30₃

☐ 31 - 40₄ ☐ 41 - 50₅ ☐ Más de 50₆

81. ¿Fue uno de sus abuelos nacidos fuera de los Estados Unidos?

☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

82. ¿Fue uno de sus padres nacidos fuera de los Estados Unidos?

☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

83. ¿Usted nació fuera de los Estados Unidos?

☐ No ₀ ☐ Si ₁ ☐ No sé₉₉

Si su respuesta es SI, por favor pase a la pregunta 75.

Si usted contestó NO, usted a completado la encuesta. Gracias por su participación.

84. ¿En qué país usted nació?

85. ¿Cuántos años tenía cuando se mudó a los Estados Unidos? _____

86. ¿Qué razón mejor describe su decisión de mudarse a los Estados Unidos?
(Marque todo lo que corresponda)

- ☐ por mejores oportunidades educativas
- ☐ por mejores oportunidades económicas
- ☐ para reunirse con la familia
- ☐ guerra en su país de origen
- ☐ otro _____

87. ¿Cuál es el nivel más alto de educación que ha completado en su país?

- ☐ Ninguno₀
- ☐ Escuela primaria₁
- ☐ Escuela secundaria₂
- ☐ Parte de colegio universitario₃
- ☐ El Bachillerato₄
- ☐ Maestría o Doctorado₅

88. ¿Cuál es el nivel más alto de educación que ha completado en los Estados Unidos?

- ☐ Ninguno₀
- ☐ Escuela primaria₁
- ☐ Escuela secundaria₂
- ☐ Parte de colegio universitario₃
- ☐ El Bachillerato₄
- ☐ Maestría o Doctorado₅

Gracias por su participación.

Si usted está llenando esta encuesta en su cita dental, por favor incluya la encuesta completa y el formulario de consentimiento en el sobre previsto y devolverlo a la recepcionista o a la investigadora en la recepción.

Si usted está llenando esta encuesta en su casa por favor incluya la encuesta completa y el formulario de consentimiento en el sobre previsto y envíelo por correo a esta dirección:

Attn: Soyoung Lee
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1 Normal Ave.
Montclair NJ 07043